

12-6-2000

Faculty Senate Monthly Packet December 2000

Portland State University Faculty Senate

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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **December 4, 2000**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the November 6, 2000, Meeting
 - President's Report
 - Provost's Report
- C. Announcements and Communications from the Floor
- D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- E. Reports from the Officers of Administration and Committees
 - *1. Annual Report, Curriculum Committee - Gelmon
 - *2. Annual Report, Graduate Council - Eder
 - 3. Annual Report, Library Committee – Postponed to January 2001
 - *4. Annual Report, Scholastic Standards Committee - Dieterich
 - *5. Quarterly Report, University Planning Council - Ritchie
 - *6. Report on the University Studies Program – Gelmon
 - 7. Report of the IFS Meeting of 2-3 December - Wollner
- F. Unfinished Business
 - 1. None
- G. New Business
 - *1. Graduate Council Course Proposals and Program Changes - Eder
 - *2. Curriculum Committee Course and Program Proposals - Gelmon
- H. Adjournment
 - *The following documents are included with this mailing:
 - B Minutes of the November 6, 2000, Senate Meeting
 - E1 Annual Report, Curriculum Committee
 - E2 Annual Report, Graduate Council
 - E4 Annual Report, Scholastic Standards Committee
 - E5 Quarterly Report, University Planning Council
 - G1 Graduate Council Course Proposals
 - G2 Curriculum Committee Course Proposals

PORTLAND STATE UNIVERSITY

Minutes:	Faculty Senate Meeting, November 6, 2000
Presiding Officer:	Judy Patton
Secretary:	Sarah E. Andrews-Collier

Members Present: Agre-Kippenhan, Balshem, Barham, Barton, Becker, Bjork, Bleiler, Bodegom, Brennan, Brenner, Brodowicz, Buddress, Carr, Carter, Chapman, Chenoweth, Collins, Crawshaw, Daasch, Dieterich, Ellis, Erskine, Faine, Feeney, Fisher, Fosque, Friesen, Glanville, Gelmon, George, Gilbert, Hagge, Harmon, Herrington, Heying, Hopp, Ingersoll, A. Johnson, D. Johnson, Kenny, Kern, Koch, Latiolais, Lewis, R. Mercer, Morgan, Neal, O'Grady, Palmiter, Patton, Peterson, Philbrick, Rectenwald, Reynolds, Rogers, Rosengrant, Rueter, Shusterman, Sussman, Tableman, Talbott, Thompson, Wang, Yatchmenoff.

Alternates Present: Sbait for Elteto, Garrett for Barton, Allen for Beasley, Edelblut for Carpenter, Percy for Cummings, Seely for Fortmiller, Barham for Franz, Chapman for Hoffman, Leary for Hunter, Knights for Sestak, Morgan for Shinn.

Members Absent: Ames, Anderson, Cabelly, Chaille, Eder, Falco, Farr, Holloway, L. Johnson, Kiam, Lall, L. Mercer, Miller-Jones, Reece, Shireman, Sherman, Skinner, Squire, Trowbridge, Turcic, Walsh, Wosley-George.

Ex-officio Members

Present: Allen, Andrews-Collier, Bernstine, Brown, Burman, Burns, Diman, Feyerherm, C. Sparks for B. Johnson, Kaiser, Kenton, Murdock, Pernsteiner, Pfingsten, Pratt, Rufolo, Sylvester, Tetreault, Vieira, Ward, Withers

A. ROLL CALL

B. APPROVAL OF THE MINUTES

The meeting was called to order at 3:07 p.m.

It was noted that the November 2000 Senate Agenda be corrected to show that the Minutes being approved are for 2 October 2000.

The minutes of the 2 October 2000 meeting were approved with the following correction:

p. 10, Jeanette Palmiter was present at the October meeting.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Senators were reminded that copies of the *Great City: Great University Series 2000* update and the "Summary of Provost's Goals 2000-01"(attached) are being distributed at the doors.

Changes in Senate/Committee Appointments since 2 October 2000:

Mark Trowbridge has submitted his resignation from the Faculty Senate.

The SSW position on the Curriculum Committee is vacant due to the resignation of Monique Busch from the university, effective June 2000.

The Presiding Officer introduced the Ex-officio Senate representatives from ASPSU, Chris Sparks and Emily Garrett.

President's Report

BERNSTINE discussed three topics, Engineering & Computer Sciences, Elections, and PSU Athletics. As regards Engineering & Computer Sciences, the outcome of the OUS board meeting at Ashland was positive. The bulk of funding went to OSU but funds did go to PSU and we are still a player. Our major concern was that the board not give license to only one institution for "top tier" status, which could have had a negative impact on the Capital Campaign. This is a significant victory for PSU. We are continuing our activities regarding the Metropolitan Collaborative, which has a combined student population of 25,000 and a combined research budget of \$210 million. We project that by 2010, the collaborative would have a combined research budget of over \$300 million. As currently constituted the collaborative would rank in the top 26-27 schools by *US News & World Report* comparators, and would rank in the top 5-6 by 2010. We are not preoccupied with these standings, rather we are focusing on how we could make targeted investments in the metropolitan region with the three institutions to 1) respond to the issue of doubling the numbers of engineers in Oregon, and 2) to be responsive to the needs of the high tech community. Not only can the collaborative achieve this objective but, along the way, it will also achieve "top tier" status.

BERNSTINE noted that the outcomes of the 7 November Election could have significant negative impact on PSU and would require significant budget cuts. The worst of the ballot measures are predicted to fail but that should not inspire complacency.

BERNSTINE, in response to a request from the Steering Committee, discussed the \$1 million deficit in the athletic program. Since May 1992 we have operated under an OUS board directive that there be no increases in Athletic deficits at PSU and OSU. We made a pledge to the Chancellor a few years ago that we would reduce the deficit each year, and attempt to eliminate it as soon as we could. Last year, ASPSU requested that we no longer carry the accumulated deficit in their student activities account and we agreed to transfer the deficit to the unrestricted general fund. The result was to reduce our overall carryforward for each year, and in consultation with Administrators and the Budget Committee we wiped the

deficit off the books. It was partly a bookkeeping matter, and partly an effort to give a new Athletic Director a clean slate, as well as a directive to and a commitment from the new Director that we would work very hard to make sure that we do not incur significant deficits in the future.

BERNSTINE introduced Tom Burman, the new Athletic Director, who was previously the Assoc. Athletic Director for Development at the U. of Wyoming. With Tom's leadership we are hoping to increase our revenues from Football and Basketball, both men's and women's, and strengthen the support of the Viking Club and other sources of revenue.

BERNSTINE displayed on an overhead "PSU Athletics Budgeted Sources of Funding, 2000-01," and for the sake of comparison, "Budgeted Source of Funding for Big Sky Athletics, 1998-99" (attached). Oregon State University currently budgets \$4.4 million from E&G funds, and currently has a \$6. Million deficit in Athletics. The U. of Oregon currently budgets \$1.96 million of E&G funds for Athletics. PSU student athletes pay in tuition about \$3. Million, which comes back to us a revenue as compared to the budgeted \$2.1 million in institutional support.

HEYING asked if the \$2 million isn't a large sum. BERNSTINE noted that, as he indicated previously, we get back tuition money and we also attract gifts to the university because of the athletic program. One gift that went to SFPA for an endowment equivalent to \$3 million, would not have come but for the Athletic program. A major gift to SBA in the offing will not come but for Athletics. Our largest athletic donor has indicated that his next gift will not go to Athletics but to some other part of the university.

LATIOLAIS stated that the tuition income generated by student athletes does not entirely support Athletics, but needed to fund to the educational programs and services they are rolled ^{en} in across the campus.

HEYING asked if there is any consideration of examining our expenses in relation to those at comparator institutions, as a way of assessing the value of the athletic program. BERNSTINE stated this year's accreditation process includes budgetary review. Our own Advisory Board will also be reviewing the budget. Looking at the data for Big Sky, PSU has the lowest percentage of institutional support in the conference. The real challenge is to determine a realistic Athletics budget and be clear about the return on our investment. For example, as well as the other tangible benefits such as the community recreation field and improvements to the Stott Center, there are intangible benefits.

A. JOHNSON suggested the new Athletic Director and the student representatives work together to improve student attendance at athletic events. BERNSTINE stated that in addition to giving, we also need more paying customers, including faculty, to attend the football and 2 basketball series.

HEYING noted this is a traditional model for Athletics. What about alternative models for athletic programs which can also improve intangible benefits. For example, we don't have a stadium. BERNSTINE stated that is a legitimate question.

BRENNER stated that one of the important considerations should be the totality of what sports do, rightly or wrongly. Our participation in the Big Sky Conference has generated national press and improved our institutional standing in a way that intramural sports would not. The President and the Athletic Director should be commended for the emphasis being placed on doing this in a financially reasonable way. BERNSTINE noted that they will provide as much information as possible this year. He also noted that in a conversation with Pres. Risser recently, he pointed out that the day last year when OSU clinched their first bowl game in 30 years, they raised more money than they ever had in the school's history and it was not for athletic programs. It's difficult to put a dollar value on the investment, and it is important to consider which urban institutions to model from, for example UCLA or UI/Chicago. In terms of what Athletics can bring to the academic part of this university, this is a very small investment on balance.

BURNS suggested that the Athletics accreditation reports being prepared this fall be brought back to the Senate for information. The situation looks far better than generally perceived, for example, in the graduation rate of student athletes. BERNSTINE noted that the administration is committed to a reasonable budget. The investment we make in Athletics must make sense in light of where we are headed as an institution. For example, the student body is becoming younger and we are attracting more traditional students who are looking for a traditional college experience. We will not support athletics to the detriment of the university as a whole.

REUTER asked if our efforts around improving and expanding engineering, as regards "tier" strategy, depend on other institutions faltering. BERNSTINE stated that we at PSU have always pursued the strategy of programmatic development, not *US News* rankings. The success in achieving programmatic goals will cause reputation to follow.

Provost's Report

TETREAULT reviewed her "Summary of Provost's Goals 2000-01," the full text of which is on the OAA Web page, and the *Great City Great University* series. The planning activities are intended to initiate a reflective process about who we are, where we're going, and what we want to be, and translate that reflection into plans that will be communicated through the urban university portfolio project. Enrollment management is also an important area of concern given our rapid growth in the past several years. Lois Becker is one Faculty Senator who is serving on that committee and can provide information. Another important area is issues of academic quality, including the proposals for program review. Faculty are urged to review the full text on the Web.

The Provost was asked about faculty participation in the roundtables. TETREAULT noted that interested faculty should speak to her or to their Dean, as groups will be limited in size to ensure their effectiveness.

BURNS asked for a 4th week enrollment report. TETREAULT stated we are up 7.5% headcount in degree seeking students, and 5.8% credits. PERNSTEINER stated we are slightly down in Extended Studies enrollment, but the overall increase is about 4% in credit hours and a little more in headcount. The official 4th week headcount for degree seeking students is 17,241, and all enrollment is over 20,000. We are the first Oregon institution to ever reach that figure. We had budgeted for 5.2% growth, and although we came in under that, the growth in overall headcount is significant and needs to be evaluated. All in all, the faculty have done an amazing job.

D. QUESTION PERIOD

1. Questions For Administrators

None

2. Questions From the Floor for the Chair

A. JOHNSON asked if someone could give a progress report on the health of Faculty Senator L. Elteto. ROSENGRANT stated he is recovering nicely from a minor stroke and says hello and thanks for all the good thoughts.

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Report of the Interinstitutional Faculty Senate Meeting of 7-8 October

BURNS presented the report for Wollner, after G.1. BURNS indicated that we will have some involvement with the development of the Bend campus, and yielded to the Provost. TETREAULT noted that although both OSU and UO have approached us about participation, President Bernstine has previously communicated to Chancellor Cox that we want to continue the programs we have already developed including MPA, MBA, MSW, Education programs, Criminal Justice programs and a few others. The Deans have concurred that we are willing to establish agreements with UO & OSU, but not with any exclusively.

BURNS noted the other major discussion item was distance education, as OIT is being forced to go to WEB instruction without compensation. BURNS asked for feedback from the assembly regarding this issue. HEYING stated it should be understood that course development is very costly and time

consuming. CARR stated she just returned from a national meeting in educational administration of mostly Research I institutions where the figure of \$10,000 was cited as an estimate of the minimum cost for course support. Additionally, the nature of Web archiving restricts the free exchange of information. REUTER noted there was a subcommittee on distance learning last year in the Adv. Cmttee. On Academic Information Technology, and that group addressed many of the issues. ANDREWS-COLLIER cautioned of the negative impact on an institution's reputation of a poorly executed course. _____ indicated that we should take into account that the climate at OIT is different from our own.

F. UNFINISHED BUSINESS

None

G. NEW BUSINESS

1. Resolution Concerning Initiatives Limiting Academic Freedom

MERCER, for the Senate Steering Committee, introduced the resolution and described the background on its content. Although a certain ballot measure prohibits, including by economic sanction, K-12 and community college instruction related to specific topics, the ballot measure will also apply to all public educational institutions as regards the prohibitions contained therein.

A. JOHNSON/M.NEAL MOVED "G1:" " *...BE IT RESOLVED, that the Faculty Senate of Portland State University, on behalf of the Faculty of Portland State University, oppose on principle any legislative proposal or issue before the electorate which interferes with the ethical duty of the professoriate to adhere to the essential principles of academic freedom, and to provide for students services which are essential for their intellectual and physical health and well-being as well as those of the greater society.*"

THE MOTION PASSED by unanimous voice vote.

H. ADJOURNMENT

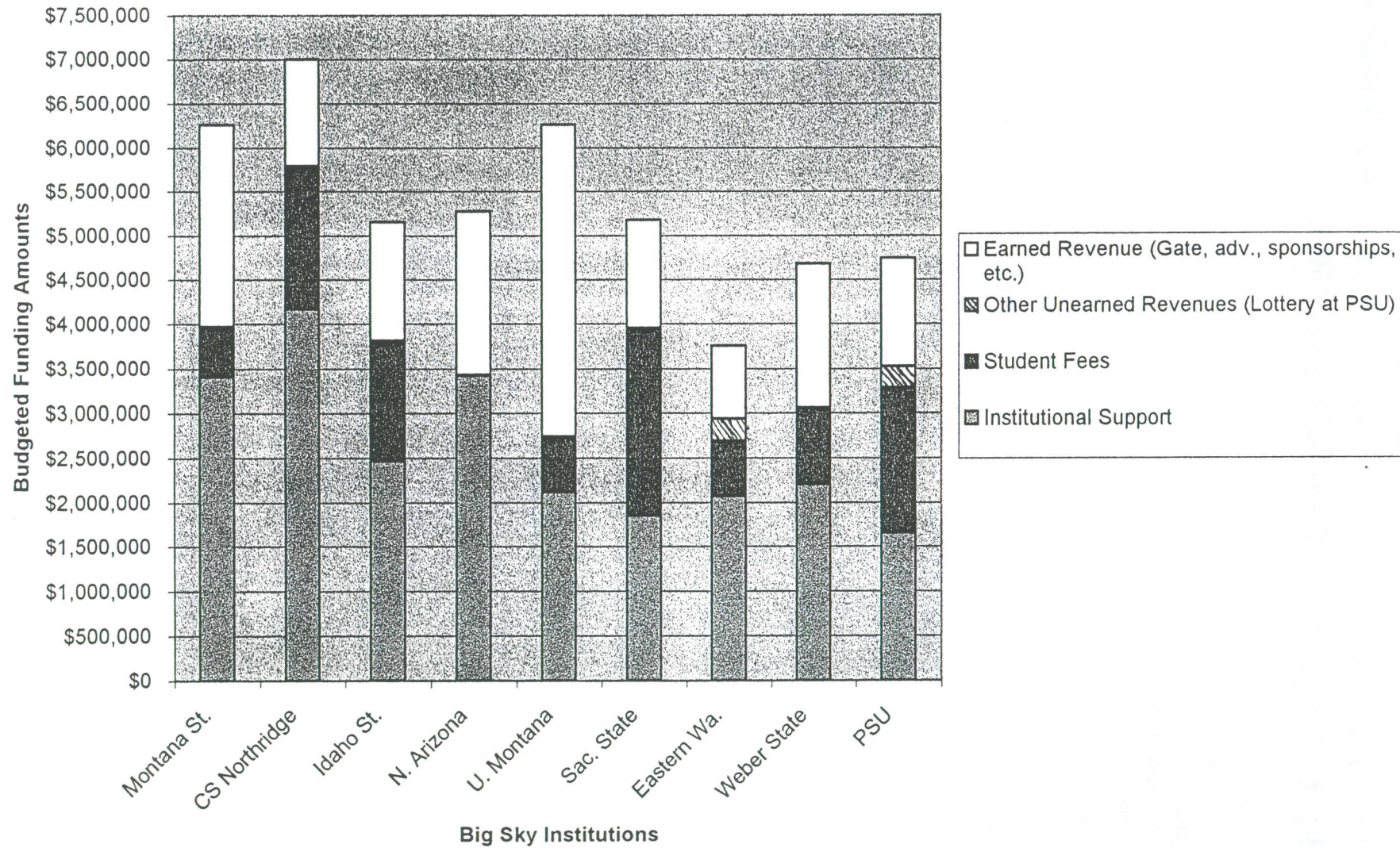
The meeting was adjourned at 4:03 p.m

Portland State University - Department of Athletics Budgeted Sources of Funding - 2000-01

Budgeted Revenues:

Sport Operating Revenues:		
Football	\$312,000	
Men's Basketball	\$120,000	
Wrestling	\$3,000	
Women's Basketball	\$6,500	
Volleyball	\$4,000	
Softball	<u>\$5,500</u>	
Total Sport Operating Revenues		\$451,000
Other Operating Revenues (NCAA Revenue sharing, etc.)		\$480,000
Lottery Funding		\$400,000
Student Fee Funding		\$1,738,328
Institutional Support		\$2,100,000
Gift Support		<u>\$535,000</u>
Total Budgeted Athletic Funding 2000-01		\$5,704,328

Budgeted Sources of Funding for Big Sky Athletics - 1998-99



PORTLAND STATE
UNIVERSITY

Visions of a 21st Century Urban University

GREAT CITY: GREAT UNIVERSITY • SERIES 2000

September

--Fall symposium, 9/22, featured Mayor Katz and discussions on collaborations with the City.

October

-- Neal Peirce forum, 10/5, on the potential roles of academia in the economic, environmental and social well-being of citistates. Hosted by Dean Toulan

-- "Diversity Film Fest" on 10/23-25. This series featured films on the topic of diversity. Events invited campus and external community participation. Hosted by the Center for Academic Excellence.

December

--invited faculty roundtable, 12/6, on the topic of collaborations with the Oregon Health Sciences University and the Oregon Graduate Institute for Science and Technology

January/February (holding dates)

--forum for participants from PSU, OGI and OHSU to discuss enhancing and expanding collaborations among the three institutions. Hosted by Presidents Bernstine, Kohler and Thompson

****Proposed future monthly events** (in no certain order).

Each activity set includes a roundtable for PSU-only discussion and then a forum that opens the conversation to community: The roundtables will be invitational, includes dinner, and will be facilitated by the host/s. The forums have a guest speaker.

Activity set: Creative Industries (projected January/February)

--a PSU faculty roundtable on the potential collaborative relationships in the area of creative industries (faculty in the art, graphic design, music, architecture, theater, creative writing, digital technology, marketing, computer science, and aspects of engineering)--hosted by Dean Sylvester

--a faculty/student/community forum on creative industries. Guest: Will Vinton or associate.
Hosts: Tetreault, Sylvester and community host

Activity set: Cultural District Collaborations

--PSU faculty roundtable on potential collaborative relationships with Park Block institutions (Oregon Historical Society, Portland Art Museum, Performing Arts Center) Hosted by Deans Kaiser and Sylvester

--faculty/student/community forum on potential Cultural District collaborations. PSU and Community host

(over)

Activity set: City and University Collaborations for Mutual Development (extending the September City Club luncheon discussions)

--faculty/student/community forum on University/city collaborations for mutual development, hosted by Bernstine and civic leader .

Activity set: Collaborations on Social Issues

--faculty roundtable on potential collaborations with social agencies and organizations for addressing social issues, hosted by Dean Ward

--faculty/student/community forum on potential collaborations for addressing social issues. Hosts: Dan Bernstine and City/Regional/ or State Agency Head.

Activity set: Educational Collaboration (tentative date May)

--a PSU faculty roundtable on the topic of educational collaborations among K-12 and higher education, hosted by Deans Edmundson and Livneh.

--a faculty/student/ community forum on educational collaborations between K-12 and higher education. Co-hosted by Tetreault and Ben Canada and a Community College President. Guest:: El Paso education leaders

Ideas for additional activity sets

- diverse communities
- economic development and globalization
- environmental challenges

Concurrent events

--PSU faculty roundtables (that may or may not include community members) and are based on very specific sub-topics from the symposium. These would be hosted by the University Planning Council, Faculty Senate Steering Committee, and/or the Center for Academic Excellence. Sub-topics included collaborations with ethnic and minority populations, access for more students, asset mapping of alliance partners, improving image through marketing, how to promote a learning city, securing external support for alliances, address physical space limitations, designing rewards for collaboration (Please see the OAA website for more details on the break-out session topics.)

Summary of Provost's Goals 2000-01

Mary Kay Tetreault, Provost

(Full text available on the Academic Affairs homepage under "Documents" or "Tetreault")

In proposing my goals for the following year, I have organized them according to the President's goals that rely for their success primarily in Academic Affairs. In addition, I have reviewed our Mission Statement and our Strategic Resource Management Principles.

I. Planning

Work with the Executive Committee, the Council of Academic Deans, and the faculty to create a shared vision for the 21st century Portland State University that involves the participation of various internal and external communities.

II. Collaborations

Work with the Executive Committee, the Council of Deans, and the faculty to further collaborations with selected institutions, agencies, corporations and individuals that further our mission.

III. Enrollment Management

Work with the Vice Provost for Enrollment and Student Services to implement and best determine where issues should be addressed.

IV. Academic Quality

Work with the vice provosts for graduate and undergraduate studies and CADS to:

- Enhance and sustain the high quality of academic programs, processes and procedures.
- Enhance research and creative activities.

Continue to work with an ad hoc committee to determine administrative and academic policies related to the relationship of Extended Studies to the other academic units on campus.

- Enhance the working relationship of the School of Extended with other units
- Maximize resources available to the University.

V. Faculty and Student Enhancement

Work with the Vice Provost and Special Assistant to the President, the Vice Provost for Enrollment and Student Services, and the Vice Provost for Academic Personnel and Budget and CADS to create an environment where diversity enriches the educational experience, promotes personal growth, strengthens communities and the educational workplace, and enhances an individual's personal and professional opportunities by implementing selected recommendations of the Diversity Action Council.

Work with the Vice Provost and Special Assistant to the President and the Vice Provost for Enrollment and Student Services and CADs to implement a holistic student advising system that is available to all entering students and focuses on "the total intake model" and is supported by DARS degree audit and transfer articulation.

Work with Vice Provost and Special Assistant to the President and Vice Provost for Academic Personnel and Budget to enhance faculty vitality.

Work with the Vice Provost for International Affairs to enhance the student experience through international programs, including increased opportunities for international exchanges and the enrollment of international students on the campus.

Work with the Advisory Committee on Academic Information Technologies, CADS, and the Director of the Library to enhance student access to information and technology.

VI. Resources

Work with the V.P. for Finance and Administration, the Vice Provost for Academic Personnel and Budget, and the Budget Committee to maximize institutional resources.

VII. External Relations

Work with the President, EXCOM and CADS to achieve the goals of the Capital Campaign.

Maintain and increase Portland State University's state-wide and national visibility.

November 8, 2000

MEMO TO: Faculty Senate
FROM: Sherril Gelmon, Chair UCC
RE: Annual Report of University Curriculum Committee

The University Curriculum Committee has met nine times in 2000 to date; one additional meeting is anticipated this calendar year. The committee composition for the year consisted of the following (appointments are on a calendar basis):

Chair:

Sherril Gelmon, Public Administration/Community Health

Members:

Joel Bluestone, Music
Monique Busch, Social Work
(left University in June 2000)
Richard Dewey, Extended Studies
(resigned October 2000)
Sharon Elteto, Library
Margaret Everett, Anthropology
Beverly Fuller, Business

Doug Hall, Electrical Engineering
Yves Labissiere, University Studies
Gerardo Lafferriere, Mathematics
Kathy Merrow, Honors Program
Ron Narode, Education
Gwen Shusterman, Chemistry
Billy Taylor/Caine Lowery, Student
Mary Ann Barham, IASC

Consultants:

Linda Devereaux, OAA
Bob Tufts, Registrar (to June 2000)

Kathi Ketcheson, OIRP
Terry Rhodes, OAA (as of October 2000)

The UCC has conducted its regular business of review of various course proposals and program changes throughout this calendar year. As well, it has continued to address issues related to various aspects of University Studies, playing a role with respect to this program similar to that played by college/school curriculum committees with respect to other programs. The following is a summary of the specific activities of UCC in 2000.

Course Proposals

During the year the UCC received various proposals for new courses, modifications to existing courses, and course deletions. These have been presented to the Senate for approval throughout the year.

Freshman Inquiry

UCC reviewed proposals from 3 FRINQs; these were all repeat offerings from last year, the submissions respond to UCC's concerns from 1999, and all were approved.

Sophomore Inquiry/Clusters

The remaining SINQ/Clusters that had not received UCC and Senate approval were submitted, and approved during this calendar year. Two new clusters were also approved.

Concerns Regarding Major vs. Cluster Requirements

UCC was concerned with the clarity of information provided in the Bulletin regarding regulations with respect to not counting courses for clusters and majors. This was brought to the

Senate with a request for the Academic Requirements Committee to address the issue and clarify the language.

Concerns About 400 Level Courses without Prerequisites

UCC raised some concerns regarding approving 400 level courses without prerequisites. There is UCC policy dating back several years to not approve 400 level offerings if they do not have a prerequisite except in unusual circumstances; this continues to be the sentiment of the committee for courses that are part of a major. However, the practice of not requiring prerequisites for UNST courses has resulted in a number of 400 level courses that are part of clusters and do not have prerequisites. The issue for UCC is a matter of academic standards, and the expectations of rigor of a 400 level course, as compared to faculty/departmental desires to include 400 level courses in clusters. There is further concern regarding the potential "dilution" of 400 level courses that can be taken in a student's program as soon as they gain upper division standing.

Given these concerns, UCC asked the University Studies committee to consider this issue and to report back regarding a number of operational activities related to the role of 400 level courses within the clusters. Some of this work was conducted as part of the review of cluster composition; UCC anticipates further reporting from UNST on this issue when it submits the list of proposed clusters for the 2001-2002 academic year early in 2001.

Concerns about 200 Level Courses in Clusters

As requested by the Senate, UCC discussed the inclusion of 200 level courses in clusters, with particular attention to those that had already been approved. Only 2 departments offer 200 level courses as part of clusters. It was determined that these departments have a high level of participation in the clusters, and that these clusters tend to be small and rely heavily on the participation of these departments. UCC determined not to act on these courses at the present, but to look carefully in the future at any new cluster proposals that include 200 level courses. UCC noted that 200 level courses are an exception rather than the rule in clusters.

Protocol for Approval of Additions/Deletions to Existing University Studies Clusters

UCC implemented the new process for one time annual approval of proposals for addition/deletion of existing courses to approved clusters. Since this was the first time this was done, considerable effort was undertaken by University Studies and Clusters leaders to prepare adequate documentation. The list of clusters for 2000-2001 was approved by the Senate during the spring. However, a number of additional courses were identified by faculty as highly desirable for inclusion in clusters in 2000-2001; as a result, UCC granted some supplemental approvals for inclusion in clusters (presented to the Senate at the December meeting).

University Studies Assessment Plan and Report

University Studies was charged with presenting an assessment plan and report to UCC. The plan was received in Spring and submitted to the June meeting of the Senate; the report was reviewed this fall and is on the December agenda of the Senate for discussion.

Conclusion

As Chair, I want to extend my thanks to the members of the Committee for their commitment of time to the work of curriculum review. In particular, I want to thank the "consultants" to the Committee who serve as resources and provide valuable information. They help to ensure the continuity of the work of UCC through the regular transitions in membership.

November 17, 2000

TO: Faculty Senate 
FROM: Bob Eder, Chair of Graduate Council
RE: 2000 Graduate Council Annual Report
(Council Actions Dec 1999-November 2000; Petition Actions AY 1999-2000)

Appreciation is extended to the members of the 2000 Graduate Council:

Michael Bowman, Scott Burns, Andy Fraser, Mary Gordon-Brannan, Rolla Lewis,
Herman Migliore, Gerard Mildner, Kristine Nelson, Steve Reder, Shelley Reece, Steffen
Saifer, Michael Shaughnessy, and Richard Wattenberg,

We gratefully acknowledge the participation of our consultants and staff:

Linda Devereaux, William Feyerherm, Maureen Orr Eldred

ROLE OF THE GRADUATE COUNCIL

The Graduate Council is established by the Faculty Constitution and is charged with the duties outlined on pages 5-6 of the 1999-2000 *Faculty Governance Guide*. These duties include the development and recommendation of University policies; establishment of procedures and regulations for graduate studies; adjudication of petitions regarding graduate regulations; recommendation of suitable policies and standards for graduate courses and programs; coordination of graduate activities with regard to requests for substantive changes in existing courses, requests for new courses and programs, and changes in existing graduate programs.

As a matter of administrative procedure, effective January 2000, the Graduate Council instituted the use of review panels when new programs and extensive course changes or additions to existing programs are proposed. The review panel, comprised of a sub-group of Council members appointed by the Chair, clarifies issues and makes a detailed report and set of recommendations to the Council for final deliberation and action by the full Council. This has enhanced both the effectiveness of Council deliberations and the efficient use of Council meeting time, permitting the Council to address policy issues related to the advancement of all graduate and professional programs. One of the first products of these policy deliberations is a mission statement for graduate and professional programs.



MISSION STATEMENT: GRADUATE AND PROFESSIONAL PROGRAMS

(Approved by Graduate Council 11/16/00)

Preamble

Graduate and professional programs have a distinctive and critical role to play within the University's overall mission. Portland State's reputation depends predominantly on the quality of its graduate and professional programs, which attract students, faculty, and external resources. Graduate education fosters communities of scholarship and professional practice, creating the new knowledge that keeps both instruction and related service activities at the cutting edge. Through graduate and professional programs the scholarly activities of faculty and students are connected with innovations taking place regionally, nationally and internationally. This, in turn, connects Portland State University and its external community to new knowledge. When carefully targeted to issues of particular importance to Portland State University's regional and urban community, graduate education provides the intellectual connections and collaborations that otherwise are not possible.

Mission Statement for Graduate and Professional Programs

Graduate and professional programs at Portland State University will respond to evolving social, ecological and technological challenges and enhance the intellectual, civic, commercial and aesthetic context of urban life. In selected areas graduate and professional programs will be nationally and internationally recognized. In these fields, Portland State University will be considered a leader in graduate education.

ACTIONS

Graduate Petitions

The Chair continued the procedure of appointing subcommittees, headed by the Council Chair, to read student petitions submitted to the Graduate Council. During the 1999-2000 academic year, the Graduate Council acted on 102 petitions, which is an increase of 18 from the previous year's total of 84 petitions. Overall 92% of the petitions were approved, which is a decrease from the previous year's 77% approval rate. A total of 69, or about 68% of all petitions, requested a waiver of the one-year deadline for removal of an incomplete, an extension of the seven year limit on course work for a master's degree, or a waiver of the course transfer limit. Typically, the approval of a time extension includes the condition of a new performance deadline.

The results of the petition activity for the year are attached.

New Programs

The Graduate Council approved the following proposals for new degree programs:

MA in International Studies (CLAS)

The Graduate Council approved the following proposals for new Graduate Certificate programs:

Professional Communications (Speech Communications)

Applied Energy Economics (Economics Dept. - CLAS)

Earth and Space Sciences for K-12 Educators (Geology Dept.- CLAS)

Applied Statistics (Department of Mathematical Sciences – CLAS)

Systems Engineering Fundamentals (SEAS)

Marriage and Family Counseling (Special & Counselor Education - School of Education)

Program Change Approvals

The following program changes were approved by the Graduate Council:

Masters in Business Administration

Added MBA options in Finance & International Business

MA/MS Speech Communications

In addition to thesis option (45 credit hour), permit a communications project option (45 credit hour), or a 56 credit hour, coursework-only option with a 4-credit final term integrative course experience with either a graduate portfolio documenting acquired competencies or a field area research paper in the student's chosen field of specialization.

MFA Art

Change in MFA Art degree requirements to replace the thesis statement with a "master's statement." The body of work is presented in a final exhibition along with a master's statement and an oral defense.

Change in concentrations; replace Painting / Sculpture with Studio Arts, and add Printmaking.

MA/MS Economics

A re-organization of the graduate Economics curriculum to update curriculum content, create an integrated core curriculum, reduce low enrollment seminars, and better attract graduate students.

Master of Engineering in Systems Engineering (SEAS)

External review team recommended a number of course changes to strengthen the self-supported, OUS institutional cooperative degree program, taught entirely as web-based courses.

M.A./M.S. Educational Policy, Foundations, and Administrative Studies (School of Education)

A new option (theme) in the field of "student services in postsecondary education," within the specialization in Postsecondary, Adult and Continuing Education (PACE program).

M.S. Electrical & Computer Engineering (SEAS)

Permits students to complete up to 12 credits of ECE course requirements from approved graduate courses taken within other programs of institutions affiliated with the Oregon Joint Graduate School of Engineering (OGI, PSU, OSU, UO). By approved courses are meant courses that have gone through the full curriculum review and approval processes of their respective institutions and that have also been approved by the student's advisor. Total transfer credits cannot exceed the University limit of 15.

New and Changed Course Proposals

Finally, in the past twelve months the Graduate Council has recommended Faculty Senate approval of 97 new or changed course proposals, not including dropped courses.

1999-2000 Graduate Council Petition Summary

CODE	EXPLANATION	A P P D T R E O O N T V I E E L D D			Per Cent of Total Petitions	Per Cent Approved
A	INCOMPLETES					
A1	Waive one year deadline for incompletes	40	37	3	39%	93%
B	SEVEN YEAR LIMIT ON COURSEWORK					
B1	Waive seven year limit on coursework	14	12	2	14%	86%
B2	Waive seven year limit on transfer courses	2	2	0	2%	100%
C	CREDIT LEVELS					
C3	Change from P/NP to letter grade retroactively	4	4	0	4%	100%
C6	Change from X to AU retroactively	2	1	1	2%	50%
D	DISQUALIFICATION					
D2	Extend probation	2	1	1	2%	50%
D3	Readmission after one year disqualification	2	2	0	2%	100%
F	TRANSFER CREDITS					
F1	Accept more transfer hours than allowed	11	11	0	11%	100%
F7	Unusual transfer case	2	2	0	2%	100%
H	REGISTRATION PROBLEMS					
H1	Retroactive registration	11	11	0	11%	100%
H3	Retroactive withdrawal	6	5	1	6%	83%
H5	Register and receive grade for past attended class	1	1	0	1%	100%
K	UNIVERSITY LIMITS ON COURSE TYPES					
K1	Waive university limits on 501/505 combined	1	1	0	1%	100%
K6	Waive University limit on 800-level courses	1	1	0	1%	100%
K7	Waive university limits on 508/509	1	1	0	1%	100%
N	Miscellaneous					
N4	Remove course from university records	2	2	0	2%	100%
TOTAL for 1999-2000		102	94	8		92%

Number of petitions in Previous Years	1987-88	146	83%
	1988-89	108	83%
	1989-90	94	83%
	1990-91	71	89%
	1991-92	70	89%
	1992-93	90	83%
	1993-94	65	82%
	1994-95	66	87%
	1995-96	61	87%
	1996-97	75	91%
	1997-98	70	80%
	1998-99	84	77%

**Scholastic Standards Committee
2000 Report to the Faculty Senate
November 9, 2000**

Committee Responsibilities: The Scholastic Standards Committee (SSC) is charged with recommending academic standards that maintain the reputation of the University, assisting undergraduates having difficulties with the scholastic regulations, adjudicating undergraduate petitions requesting a waiver on suspensions, and providing advice to the registrar on matters concerning transfer students or students seeking readmission after having had scholastic deficiencies.

Committee Activities: In light of these responsibilities the SSC has met regularly throughout the year (including summer term) to expedite the processing of petitions and to discuss policy issues. The chair wishes to thank all committee members for their diligence in keeping up with the flow of student petitions.

This year few policy issues have come before the committee. We recently reviewed a petition from members of the Golden Key Honor Society to institute A+ grading at Portland State. The committee did not see a compelling case for this change in grading policy. We have reported this decision to the petitioners, and to the Faculty Senate Steering Committee, requesting the advice of the latter on whether to pursue the matter further.

Between January 1, 2000 and October 31, 2000 the committee made the following decisions in regard to student petitions:

<i>Petitions for reinstatement:</i>	214
Granted:	172
Denied:	41
Pending:	1

Petitions for transcript changes:

Grade Change Options: 122

Granted: 94

Denied: 28

Pending: 0

Add/Drop Requests: 440

Granted: 392

Denied: 47

Pending: 1

Refund Requests: 248

Granted: 227

Denied: 20

Pending: 1

Incomplete Extensions: 101

Granted: 98

Denied: 2

Pending: 1

Submitted by the Scholastic Standards Committee:

Thomas Dieterich, chair

Kit Dusky

Dan Fortmiller

Kim Hills

Jennifer Loney

Laura Shier

Paulette Watanabe

Sandra Wilde

University Planning Council
 Quarterly Report to the Faculty Senate
 Meeting of December 4, 2000

The UPC has met twice to discuss our role in PSU's planning process, and how we might usefully support other planning-related activities, notably the Urban Universities Portfolio Project (UUPP), the "Great City – Great University" series, and the assessment and quality of faculty work-life initiatives. We have determined that part of our role is to take the lead in helping define what constitutes both a "great city" and a "great university." We have also decided to meet with Vice Provost Rhodes to discuss the assessment and program review initiatives: That meeting is scheduled (pending Vice Provost Rhodes's schedule) for Nov. 20).

University Planning Council

Chairperson: David Ritchie, CLAS (SP) (1999-)
 Faculty: Elaine Limbaugh, CLAS (ENG) (1998-)
 Jon Mandaville, CLAS (HST) (1999-)
 Paul Latiolais, CLAS (MTH)
 _____, CLAS
 Berni Pilip, AO (OGSR) (1997-)
 Anne Christensen, SBA (1998-)
 Darrell Grant, FPA (1998-)
 Ethan P. Seltzer, UPA (IMS) (1998-)
 Douglas Hall, ECS(ECE)
 Mindy Holliday, SSW
 Jian Wang, LIB
 Dilafruz Williams, ED
 _____, SES
 Tony Rufolo, Budget Committee Chair

Report submitted by:
 David Ritchie
 November 13, 2000

November 8, 2000

MEMO TO: Faculty Senate

FROM: Sherril Gelmon, Chair
University Curriculum Committee

RE: University Studies Assessment Report

The University Studies program was asked to submit a report on assessment to the UCC further to the discussion at the June 2000 Senate meeting at which the program's proposed assessment plan was reviewed.

The report was submitted to UCC in late October, and reviewed at a regular UCC meeting in November. The report is attached. University Studies representatives attended the meeting. UCC reviewed the report, and submits it to the Senate with comments in two areas: 1) UNST's responsiveness to the request for a comprehensive assessment report; and 2) program-related issues to be addressed in future assessment activities.

1) Responsiveness to the Request for an Assessment Report

UNST was asked by UCC to conduct an assessment of its work and to report to UCC this fall. A proposal for assessment was prepared by UNST and approved by UCC in May and by the Senate in June. It is noteworthy that this program has been able to conduct this assessment in such a short time and provide a comprehensive report back to UCC in a timely manner, and UNST is commended for that work. It is also noted by UCC that this work was done out of the context of other assessment activities at the University, and that UNST is getting more scrutiny with respect to assessment than other programs. As well, this assessment work was done in the absence of assessment expertise now being made available across campus. UNST is being integrated into overall University assessment strategies, but the work for this report was done over the summer prior to a full-fledged assessment initiative beginning on campus (this fall). UNST is one of 10 pilots to develop similar assessment processes across campus. Given this context, UCC commended UNST for its ability to prepare the report and submit it in a timely manner.

UCC has provided specific comments to UNST about the assessment strategies in terms of suggestions for future assessment activities/strategies, but in general believes that a good groundwork has been laid for continuing assessment work within UNST and that the report is responsive to what UCC requested.

2) Program-Related Issues for Future Assessment Activities

UCC raised a number of issues to UNST which it believes merit attention in the future. Some of these are listed below for information of the Senate:

- a. Does preparation in one level prepare students for the next level (i.e. FRINQ to SINQ, SINQ to cluster, cluster to capstone)? How can this be demonstrated through assessment?

- b. As in any goal driven program, UNST should show that it periodically assesses its goals, and provide the results of such assessments in its reporting.
- c. Faculty inside and outside of UNST should be invited to participate in the process of development of learning objectives, rubrics, portfolio frameworks, and assessment activities to better link the UNST work to other programs of study.
- d. More attention should be focused on the development, integration and assessment of SINQ/Clusters; how this component connects across the clusters and is assessed; and how SINQ/Clusters are assessed to demonstrate that they build upon FRINQ and lay the foundation for capstones.
- e. UNST should be attentive to issues in assessment of community-based learning (CBL) as experienced with other CBL at this campus and explicitly address this. This comment also raised some concerns that there should be more emphasis in FRINQ and SINQ on CBL to better prepare students for capstone (although this was out of the framework of a specific discussion on assessment).
- f. There were concerns about the extent to which peer review is used as part of the assessment process in UNST, and how this can be demonstrated in assessment reporting.
- g. Further refinement of assessment measures is desirable for the future in order to enhance the reliability and validity of measures and rubrics, and to access expertise on assessment in the design and development of future efforts.
- h. There are issues for future reporting regarding assessment of the integration of transfer students -- how to assess their entry, progress and integration into UNST; how do they understand the program since they have not taken FRINQ.
- i. This report presents the usual assessment challenges of student perceptions and results. The UNST assessment results need to be calibrated against other course/program assessments and analyzed in this context (but at present no other program has a similar comprehensive assessment report).

All of these issues were accepted by the UNST representatives as reasonable activities to be addressed in future assessment reporting.

UCC recommends acceptance of the UNST assessment report.

PROGRESS REPORT
UNIVERSITY STUDIES
2000

Portland State University
November 3, 2000

Prepared for University Curriculum Committee

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Executive Summary

This report on the University Studies program (UNST) at Portland State University has three purposes: 1) To describe the scope of University Studies program currently, 2) To discuss what has occurred in developing student learning outcomes within the goals of University Studies, and 3) To describe the curriculum and faculty development activities within University Studies.

Program Scope:

- Even though students enter and leave University Studies at various times in their careers at PSU, in the 1999-00 academic year, almost 60% of enrolled students took a University Studies course.
- In the 1999-00 academic year, 397 UNST courses and 489 upper division cluster courses were offered.
- 70-75% of University Studies courses are taught by full-time faculty including 100% of Freshman Inquiry courses.
- There has been an increase in the proportion of courses taught by fixed term faculty and a decrease in tenured/emeritus faculty at all levels of University Studies.

Student Learning Outcomes:

- Student portfolios have been chosen as the means by which student learning outcomes will be measured, beginning with Freshman Inquiry and extending through the Capstone experience.
- Rubrics have been and are continuing to be developed for assessing the demonstration of student learning in each of the goal areas of University Studies at the various levels of the program.
- Rubrics were pilot tested in summer 1999 and used in 2000 for assessing a sample of Freshman Inquiry student portfolios.
- Based on the analysis of the Freshman Inquiry student portfolios in summer 2000, students are achieving acceptable scores in all goal areas.
- Strong majorities of students who have taken University Studies courses report through end-of-course evaluations that they have enhanced their learning in most areas of the four goals for the program.
- One of the first faculty research projects on University Studies outcomes, found that UNST students had indeed incorporated the goals of the program in their role identification as students.
- In a study conducted by the School of Business Administration of their majors, students who had gone through the freshman and/or sophomore levels of UNST scored significantly higher on their writing test than students who had not been part of UNST.
- Student learning outcome rubrics need additional refinement and testing for reliability and validity, including non-UNST faculty.
- University Studies, like departments across the campus, is one of the initial pilot academic units in the university's assessment implementation project for the campus in 2000-01.

Faculty/Curriculum Development:

- Through extensive classroom observation, focus groups, and discussions, valuable information has been gathered and used to provide workshops and feedback to enhance instructional effectiveness throughout the University Studies program.
- Annual workshops and retreats are organized around areas identified by students and faculty as areas for program improvement.
- Non-intended benefits have emerged through the faculty and curriculum development processes: building classroom community, working in groups, and working effectively with community partners.

Recommendations:

- The faculty at each level of the University Studies program needs to establish student learning objectives, assignments and measures for demonstrating attainment of the objectives, and criteria for performance appropriate at the particular level.
- Assessment of the peer mentor program. A systematic examination of the roles and effectiveness of the mentor portion of the program needs to be undertaken.
- The program should continue its efforts to establish an assessment ethic with the expectation that ALL faculty view student learning assessment as part of their teaching and scholarship assignment.
- The University Studies program should participate in a campus-wide activity that documents and assesses the overarching learning outcomes of students who are enrolled in the various undergraduate degree programs on our campus.
- Existing efforts to support faculty scholarship in the assessment of teaching and learning related to the University Studies program should be enhanced.

In the most settled of circumstances, assessment plans tend to evolve. Assessment of the University Studies program has evolved during a period of great change. These changes have been both internal as the University Studies program was implemented over a four-year period, and external with the maturation of the assessment movement nationally. Early efforts to understand the program can more accurately be described as evaluation rather than assessment, and have largely been based on qualitative investigation. As time has passed, a greater proportion of University Studies' "assessment energy" has been devoted to assessment based on university exit interviews, learning outcomes, and direct evidence of student performance.

As the campus focuses its attention on assessing student learning outcomes in every program, so too University Studies is refocusing its attention. University Studies is one of the 2000-01 pilot units included in the President's Assessment Initiative being coordinated through the Center for Academic Excellence. The valuable work of curriculum and faculty development will continue and will be increasingly linked to enhancing student learning of the goals of the general education of University Studies.

I. Introduction

This **Progress Report on University Studies: 2000** has been prepared in response to a request from the University Curriculum Committee and the University Faculty Senate for information on the status of the implementation of University Studies and the assessment of the program since its inception. This report will not replicate the January 1998 *University Studies, 1994-97 Progress Report*. The current report focuses on two primary aspects of the University Studies program: 1) A description of the efforts to develop measures to document student learning outcomes, and 2) continuing efforts to engage in faculty development to enhance teaching across the curriculum.

Although it was not fully comprehended at the time the Portland State University Faculty Senate approved the adoption of University Studies as the primary general education program for all PSU students, University Studies was a transforming event. University Studies was a sharp departure from the traditional approach to general education among institutions of higher education in the United States. It was a change in approach to the curriculum from making decisions based on subject matter deemed necessary for an educated person, to an approach centered on the abilities, knowledge and skills that would be needed for educated people to function in a modern society as life-long learners. Unappreciated fully at the time, it was a step that would have to change the culture of the institution to be successful.

Given the magnitude of the transformation being undertaken, the accomplishments are impressive. An almost entirely new curriculum has been constructed from scratch over the course of four years. It is a curriculum firmly grounded in the massive research that was finally available to higher education by the early 1990s -- research on effective student learning, effective teaching, and critical research on the changing student populations we serve.

In this report, we will describe the evaluation that has taken place over a six-year period. This work was driven in the early years of program implementation by the needs of program planners and faculty members in the program to understand what needed to happen in the classroom for the program to achieve its educational goals. The conclusions that have been drawn from these investigations and the use that this information has been put to will be discussed.

It should be noted that this work, although not properly seen in itself as assessment, makes it possible to base current and future assessment efforts on a detailed understanding of how students experience the program. This is the kind of "first phase" investigation that is widely understood by evaluation researchers to be enormously valuable. Due to a complex combination of factors, including the absence until recently of an institution-wide focal point for assessment, we are gifted with a richness of first-phase data.

Now that the University Studies program is fully implemented it is time for the PSU community to examine the efficacy of the program at it relates to student learning outcomes for each of the program's four goals. The purpose of this document is to report on the current state of assessment activities for the University Studies program and

to summarize ways in which assessment activities have been used to inform program management. This report also includes sections that attempt to draw conclusions regarding student learning from existing assessment data. Finally, this report ends with a series of recommendations for future assessment strategies that will document student-learning gains as they relate to the four major goals of the program.

II. Program Description

Overview: The What and The Who

The University Studies program is the largest general education curriculum at Portland State University. Currently 86 per cent of the undergraduate students enrolled at PSU are completing their general education requirements through the University Studies program. The purpose of the University Studies program is to facilitate the acquisition of knowledge, abilities, and attitudes that will form a foundation for lifelong learning among its students. The University Studies program is designed to advance four primary goals of student learning across the levels of the program: [Appendix A presents an overview of the program levels, goals and measurement strategies]

Goals of Portland State University's University Studies Program

- Inquiry and Critical Thinking: Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners
- Communication: Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
- The Variety of Human Experience: Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.
- Ethical Issues and Social Responsibility: Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.

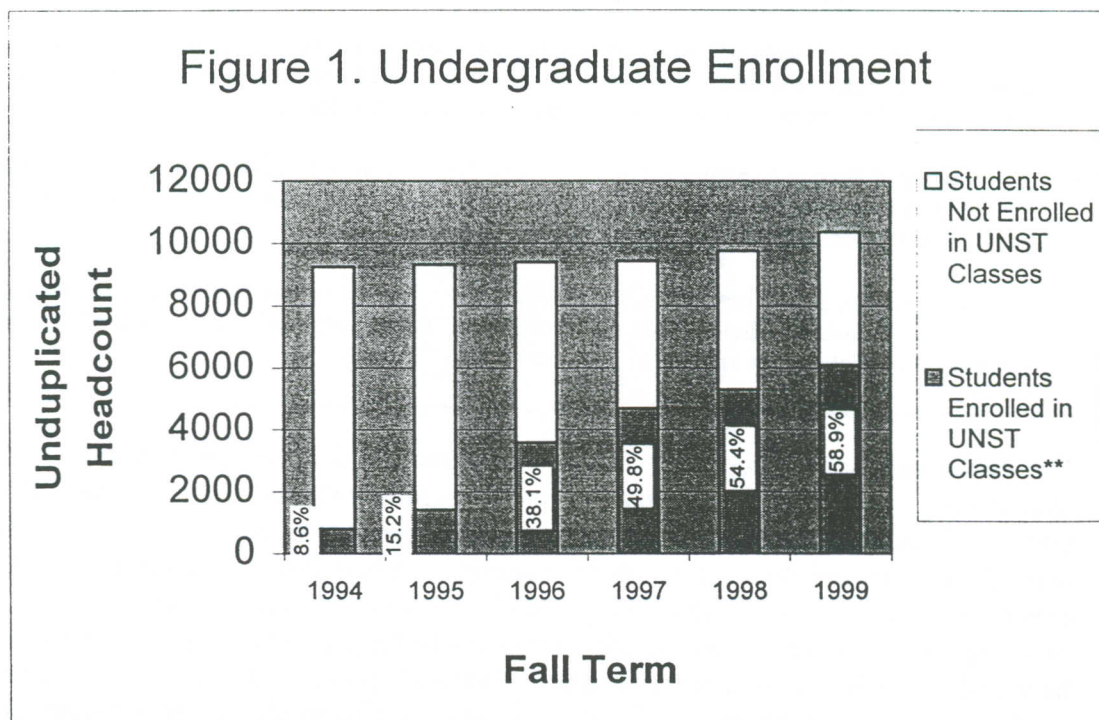
The Freshman Inquiry program was a new construction designed to address four overarching goals through team-taught, interdisciplinary thematic courses supported by undergraduate student mentors. Freshman Inquiry demands a tremendous engagement from the faculty and students involved. Faculty members integrate diverse subject expertise, diverse personalities, multiple goals for student learning, and diverse pedagogical styles. This fifteen-credit course is challenged to accomplish a great deal in its year-long endeavor with a broad range of variably prepared students. In addition to implementing Freshman Inquiry for PSU students, it also implemented the curriculum at Clackamas Community College and at two area high schools in an effort to explore the possibilities for improving transitions to the university.

New Sophomore Inquiry interdisciplinary courses were developed as gateways to upper division clusters of courses to help guide students in their choice of majors. Even the cluster courses, offered by disciplinary departments, were modified to reinforce the goals of University Studies and to complement the topics of the cluster themes.

The Capstone courses built upon faculty and community partnerships to create opportunities for students in interdisciplinary teams to focus their learning on actual, community issues and projects; to bring their expertise and knowledge to bear on problems to help the community outside the university. The *2000 Oregon Employer Survey*, conducted by the Oregon Employment Department, indicated that employers of our students expressed the biggest needs among new employees were the abilities to: problem solve, use computer software, engage in effective interpersonal communication, demonstrate a work ethic, leadership and supervisory skill, reading and writing, math, and knowledge in Spanish or another language. No surprises here, but PSU has the advantage of a general studies curriculum built around goals designed to educate students in most of these abilities regardless of their chosen disciplinary or career path.

Curriculum

University Studies is a large and diverse program of study. Figure 1 shows the growth in the number of students participating in University Studies since it began in 1994. In the most recent Fall (1999) term for which we have data, almost 60 per cent of undergraduate students were involved in at least one University Studies class.



Compiled by the Office of Institutional Research and Planning

Table 1 presents the number and variety of courses offered as part of University Studies since its inception in 1994. In the 1999-00 academic year, 397 classes carrying an UNST designation were offered. Every college and school was involved to some degree in the delivery of the program. In addition, 489 upper division cluster courses were offered through the various departments. Clearly, University Studies spans the campus.

Table 1. Number* of UNST Sections and Cluster Sections Taught by College/School/Department

		UNST Classes**							Clusters**				
	Department	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	TOTAL***	1996/97	1997/98	1998/99	1999/00	TOTAL
INSTITUTIONAL TOTAL		80	170	192	314	333	397	1,567	203	337	387	489	1,416
Other University Depts		11	21	15	20	41	67	175		1			1
College of Liberal Arts & Sciences		41	95	113	188	171	171	779	179	274	312	407	1,172
	Anthropology		1		4	5	5	15	3	10	17	16	46
	Biology		2	2	1		3	8	2	6	1	2	11
	Black Studies	6	6	5	10	5	2	34	11	19	23	18	71
	Center for Science Education	3	19	20	15	12	15	84	33	23	25	28	109
	Chemistry						4	4	1	2	1		4
	Child & Family Studies			1	10	4	3	18					0
	CLAS-Gen Ed	2		2	3		2	9					0
	Economics					2		2	4	7	9	10	30
	English	9	17	28	44	41	41	180	28	26	37	55	146
	Environmental Programs			1	6	1		8				2	2
	Foreign Languages & Literatures				7	9	6	22	2	12	19	24	57
	Geography	3	5	4	4	1	5	22	2	5	9	19	35
	Geology				4	6	7	17	2	4	6	6	18
	History	3	9	15	29	26	23	105	27	52	49	64	192
	International Studies				4	3		7	1	8	9	14	32
	Mathematical Sciences	6	12	1	7	7	6	39	1				1
	Philosophy		7	6	6	7	8	34	23	22	23	25	93
	Physics	5	6	6	6	5	3	31			1	4	5
	Psychology		1	5	6	5	5	22	7	12	12	22	53
	Sociology	1	6	9	5	7	5	33	14	22	27	33	96
	Speech Communication	3		3	6	13	17	42	5	24	22	32	83
	Women's Studies		4	5	11	12	11	43	13	20	22	33	88
College of Engineering and Applied Science		3	2	0	15	19	9	48	1	0	0	1	2
	Civil Engineering				2	3	2	7					0
	Computer Science	3	2		2	4	2	13					0
	Electrical Engineering				2	2		4	1				1
	Mech Engineering				9	10	5	24				1	1
School of Business Administration			1	2	3	7	7	20	1				1
Graduate School of Education		3	3		3	2	13	24	1	3	3	4	11

Table 1. Number* of UNST Sections and Cluster Sections Taught by College/School/Department (cont.)

		UNST Classes**							Clusters**				
	Department	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	TOTAL***	1996/97	1997/98	1998/99	1999/00	TOTAL****
School of Fine & Performing Arts		9	14	12	13	12	23	0	8	30	36	32	106
	Architecture						1	1	2	3	2	3	10
	Art	3	6	7	6	6	9	37	6	16	25	17	64
	Music	3	3	3			7	16			1	3	4
	Theater Arts	3	5	2	7	6	6	29		11	8	9	28
Graduate School of Social Work				1	5	2	3	11		1		1	2
College of Urban & Public Affairs		3	9	12	18	24	34	100	12	27	31	41	111
	Public Health Ed./Public Health St.				4	4	5	13	1	5	8	9	23
	Administration of Justice	3	6	6	4		3	22		2	2	5	9
	Political Science					1	2	3	4	6	7	11	28
	Public Administration					1	4	5				1	1
	Research Institutes			4	5	7	9	25					
	School of Urban Studies & Planning		3	2	5	11	11	32	7	14	14	15	50
University Studies		10	14	20	32	40	56	172					
University Honors			3	4	4	2	2	15	1	1	5	3	10
XSs/Cont Ed			8	13	13	13	12	59					

Compiled by the Office of Institutional Research and Planning

Tables 2 and 3 present information on the faculty who teach the University Studies program. As Table 2 indicates, over the last three academic years the proportion of full-time faculty teaching both UNST courses and cluster courses has declined, reflecting a national trend of reliance on more part-time faculty by higher education institutions. There is an increasing reliance on fixed term faculty in both parts of the program and a sharp decline in the involvement of tenured/emeritus faculty.

Table 2. Status Information of Those Teaching UNST and Cluster Classes			
UNST* Classes			
Academic Year**	1997-1998	1998-1999	1999-2000
FT/PT status			
% full-time	92.2%	82.9%	71.5%
Tenure Status			
Tenured/Emeritus	47.8%	35.0%	28.5%
Tenure-track	13.9%	12.2%	10.8%
Fixed***	36.5%	52.8%	58.9%
Aver. Length of service at PSU			
Mean years	12.4	12.7	11.2
Median	7	9	8
Cluster Classes			
Academic Year**	1997-1998	1998-1999	1999-2000
FT/PT status			
% full-time	88.5%	85.5%	74.8%
Tenure Status			
Tenured/Emeritus	61.1%	58.6%	46.0%
Tenure-track	12.2%	12.5%	15.8%
Fixed	26.7%	28.9%	38.2%
Aver. Length of service at PSU			
Mean years	12.4	12.7	11.2
Median	7	9	8
* Includes CEAS capstone classes			
** Summer term to Spring term			
*** A large part of the growth in fixed term positions is due to increasing numbers of capstone classes taught by community partners.			

Compiled by the Office of Institutional Research and Planning

Table 3 presents the same data by levels within University Studies. The Freshman Inquiry level, the critical entry to the university, provides all of its instruction by full-time faculty members. Both Sophomore Inquiry and Capstones reflect the increasing reliance on part-time faculty. All levels reflect the decline in tenured/emeritus faculty

involvement in the program with the most involvement in the Freshman Inquiry level and the least in the Capstone level. All levels reflect a moderate degree of experience among the faculty, i.e. University Studies instruction is being provided by faculty who are experienced teachers.

Table 3. Status Information of Those Teaching UNST By Level			
FRINQ 100 level			
Academic Year**	1997-98	1998-99	1999-00
FT/PT status: % full-time	3.0%	100.0%	100.0%
Tenure Status			
Tenured/Emeritus	33.3%	33.3%	28.1%
Tenure-track	27.3%	14.8%	18.8%
Fixed***	39.4%	51.9%	53.1%
Aver. Length of service/PSU			
Mean years	9.33	10.37	8.7
Median	5	8	7
SINQ 200 Level			
Academic Year**	1997-98	1998-99	1999-00
FT/PT status: % full-time	93.5%	92.9%	84.8%
Tenure Status			
Tenured/Emeritus	50.0%	35.7%	33.8%
Tenure-track	10.9%	10.7%	15.4%
Fixed***	39.1%	53.6%	50.8%
Aver. Length of service/PSU			
Mean years	11.26	8.5	9.7
Median	7.5	6	7
Capstones 400 Level			
Academic Year**	1997-98	1998-99	1999-00
FT/PT status: % full-time	84.8%	67.9%	56.6%
Tenure Status			
Tenured/Emeritus	53.3%	32.1%	23.2%
Tenure-track	8.9%	11.3%	8.5%
Fixed***	37.8%	56.6%	68.3%
Aver. Length of service/PSU			
Mean years	11.6	8.7	7.1
Median	8.5	6	4

Compiled by the Office of Institutional Research and Planning

III. Evaluation of University Studies Goals and Student Learning Outcomes

• Freshman Inquiry Portfolio Review

The University Studies curriculum offers several natural places for the compilation of student work that can be used for assessment purposes. Program administrators are committed to performance-based assessment measures and have begun designing a comprehensive strategy that centers on electronic student portfolios that are assembled throughout a student's undergraduate career. To date, portfolio assessment has been piloted in Freshman Inquiry. Reported below are the findings of faculty and graduate students who participated in the Freshman Inquiry Summer Portfolio Review.

The Summer Portfolio Review is a performance-based program assessment of the four major University Studies goals: critical thinking; communications; appreciation of human diversity; and ethics and social responsibility. The University Studies communications goal was addressed using a writing rubric. This assessment was initiated in the summer of 1999, and was completed for the first time in the summer of 2000. The major product of this review is a Report to the Teams, which was made available to each team for use at their summer team assessment meeting.

All Freshman Inquiry classes share a common end-of-year portfolio assignment that was developed over a period of three years. Although Freshman Inquiry instructors use this assignment somewhat variably, it is used in every class, and in a uniform enough manner to allow for a programmatic assessment.

A random sampling of these portfolios that was stratified for each class formed the analysis set. Portfolios were selected using a random number generator and a numbered list of students from each Freshman Inquiry class. Five student names and one alternate (and instructions for choosing a second alternate, if necessary) were given to each instructor. Alternate names were used if one or more of the original five students chosen appeared on the class list, but did not complete the course. Compliance with the randomization procedure was virtually one hundred percent. One instructor handed in only four portfolios in error, and so the total sample consists of 139 portfolios.

Seventeen of these 139 portfolios are in electronic form. In addition to the 139 portfolios in the PSU sample, ten portfolios from the Senior Inquiry program at Westview High School were submitted. These ten were not analyzed as part the portfolio assessment but are available for future comparison of student performance in our high school programs to that in our Freshman Inquiry classes.

The scoring guides (rubrics) used in the Summer Portfolio Review were internally developed. A previous attempt to use an externally developed rubric for critical thinking was not successful because the rubric was not contextually relevant the PSU student work. The new rubric for critical thinking was not completely developed by the time of this summer's review, and the review itself stood as a development process for this rubric. The same must be said of the new rubric for writing, which will undoubtedly be further developed by the new Director of Writing. The rubrics for appreciation of

diversity and for ethics and social responsibility were developed prior to the summer pilot review in a process that involved both University Studies staff and faculty with expertise in the appropriate areas.

The portfolio review and scoring took place June 19, 20 and 22, 2000. Four scoring groups were assembled, three consisting of Freshman Inquiry faculty who scored portfolios in the goal areas of diversity, critical thinking and ethics and social responsibility, and a fourth group that consisted of Graduate Assistants from the English Department who scored the portfolios in the area of writing. Two reviewers scored each portfolio. The reviewers determined student proficiency in each of the goal areas based on the work presented in the portfolio using the appropriate scoring rubrics as guides. The scores from the two reviewers were added to each other and reported as the "raw composite score" for that goal.

The results of the Summer 2000 Freshman Inquiry Portfolio Review were compiled into a report that was present to the Freshman Inquiry faculty at their fall planning meeting. Reproduced in this section are Figures 2-5 that contain charts of cumulative portfolio composite scores for each freshman inquiry course theme in each of the four goal areas.

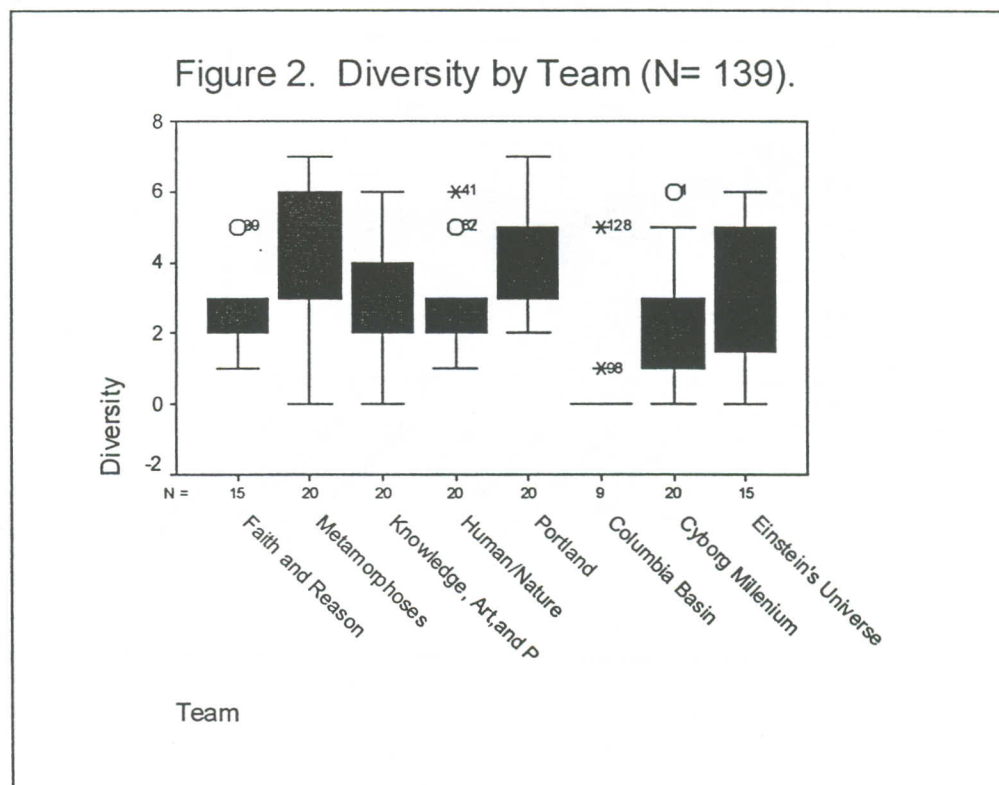


Figure 3. Ethics and Social Responsibility by Team (N=139).

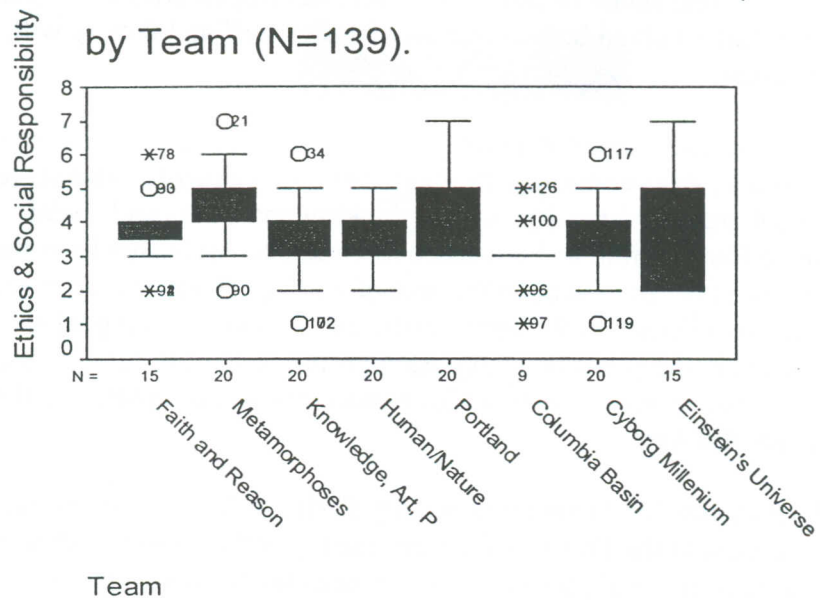


Figure 4. Writing by Team (N=139).

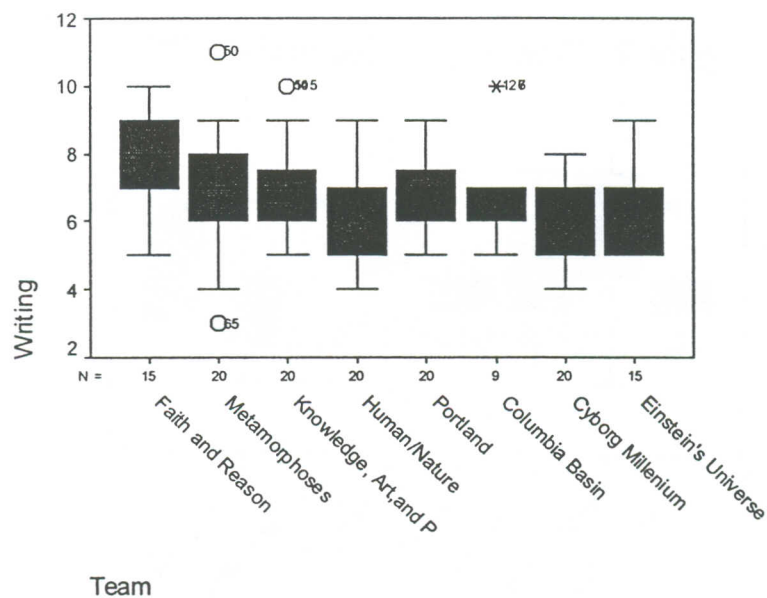
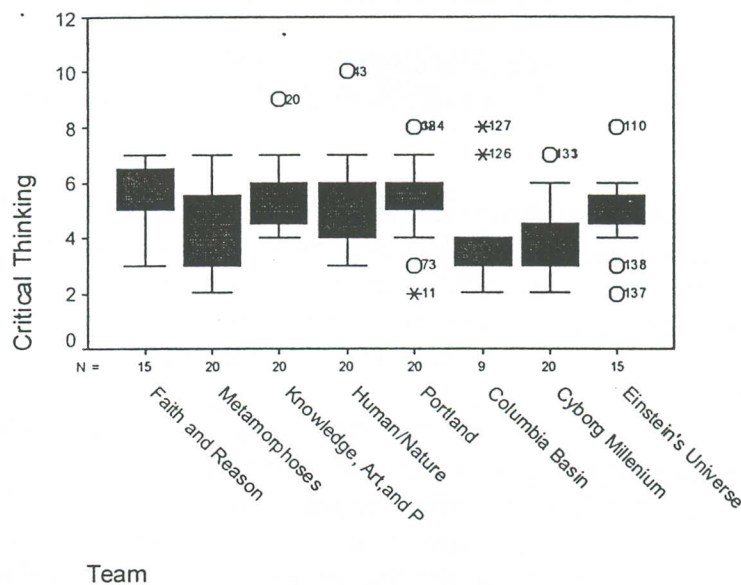


Figure 5. Critical Thinking by Team (N=139).



Precise interpretation of these data is difficult for several significant mitigating reasons. These are discussed at the end of this section. However there are some gross observations and conclusions that do seem worthy of discussion at this time.

- In three of the four goal areas student scores generally fell in the mid-range of the proficiency scales. Students consistently scored below the mid-point proficiency in the goal area of critical thinking.
- The highest variability of scores was in the goal area of diversity with student portfolios from the Metamorphoses and Portland themes scoring consistently higher than students from Faith and Reason, Human/Nature and Cyborg Millennium themes. The standard deviation of scores in the goal area was 1.76
- The lowest variability of scores was reported in the Ethics and Social Responsibility goal area. The median score for all of the portfolios was 4 and the calculated mean was 3.81. The scores from this goal also showed the smallest standard deviation 1.27.
- The writing scores for the fifteen portfolios that were reviewed from the Faith and Reason theme were significantly higher than the writing scores for most of the other themes. The writing rubric had a 6-point scale with the lowest possible score being 1.0. The possible range of composite scores was therefore 2-12. Thus the Faith and Reason composite median score of 8 (mean score = 8.07) corresponded to an average rubric score of 4.0. Since the writing rubric score was in effect offset by one, this reported writing score was approximately at the mid-point of the writing rubric.
- Reviews of the student portfolios in the goal area of Critical Thinking consistently had a composite score below six (total median = 5, total mean = 4.87). Within the themes, Faith and Reason had the highest mean score of 5.40 and Cyborg Millennium and Columbia Basin had the lowest mean scores of 3.90 and 4.00.

Mitigating Factors for Freshman Inquiry Portfolio Review

There are three important caveats that pertain to the portfolio review; however, all three lead to productive lines of discussion and inquiry for the improvement of our program assessment.

The first caveat is that the portfolio review was conducted without reference to an expert standard, i.e. there was no calibration of the scorers to an established standard that would allow comparisons to any external benchmarks or to data from any other institution. Future discussions of University Studies program assessment will compare the rubrics used at PSU with similar rubrics and results from other institutions.

The second caveat is that three of the four scoring groups consisted mainly of Freshman Inquiry faculty (the scoring group for writing was comprised mainly of Graduate Assistants from the English Department). The possibility exists that Freshman Inquiry faculty may score these portfolios differently than Portland State faculty not teaching in the program. In Fall 2000 non-University Studies faculty will be invited to review a sample of the portfolios.

The third caveat is that our definitions of success – that is, for each goal, the percent of students expected to achieve above a specified minimum score by the end of Freshman Inquiry – have been developed within University Studies. The portfolio review holds great promise, however, for tying Freshman Inquiry to bodies outside of University Studies. The Diversity Council, for instance, is a natural place for the development of a performance goal for diversity. The Director of Writing can do the same for the writing goal. Ad-hoc faculty panels could be organized to establish performance goals for the critical thinking goal and for the ethics and social responsibility goal. Faculty panels need only be shown what our faculty meant by each score and with that standard as a given, decide on performance outcomes. This assessment function is the beginning of a process that can lead to greater campus ownership of not only standards for performance, but also definitions of the curricular goals themselves.

- **Reports from teams on how to use portfolio review data**

Following the June 2000 review of Freshman Inquiry portfolios, each Freshman Inquiry team was required to review information from the portfolio review and, if available, from the end-of-year course evaluations. Each team reported to the Freshman Inquiry Coordinator, specific, planned course revisions based on the assessment information. Four of the seven teams reported specific plans to improve teaching to the diversity goal while three teams were satisfied with student abilities to address diversity of human experience issues. In particular, the “Columbia Basin” team noted that although they had taught to this goal, they had not designed written assignments that would serve to document this teaching in the student portfolios. The “Cyborg Millenium” team stated: “We will develop a plan that explicitly connects [the diversity goal] to our assignments, activities and readings.” The “Metamorphosis” team linked their success in meeting the diversity goal partly to drawing exactly this kind of explicit connection for students

between the University Studies goal and each specific assignment that faculty connected to this goal.

Most assessment data in the goal area of communications has focused on writing. Based on information from the portfolio review, the "Human Nature" team has chosen to focus on improving their teaching of writing. However, other team discussions focused on the numeracy portion of the goal. As a result of the 2000 Freshman Inquiry Portfolio team assessment discussions, both the "Faith and Reason" and "Metamorphosis" teams have included an additional numeracy unit beginning Fall 2000.

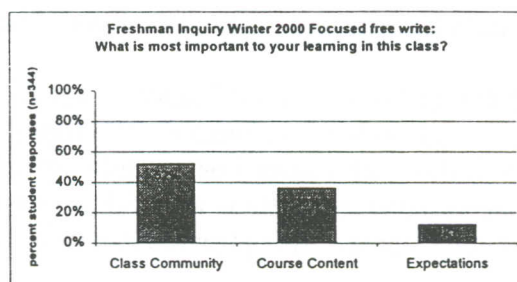
In the summer 2000 meeting, the "Metamorphosis" team decided to focus on the critical thinking goal. To this end, they instituted a major re-working of the fall term course, revising the texts and focusing more clearly on central concepts. They also added more science content in the first and second quarter courses. This team raised questions about the critical thinking rubric, which is scheduled for revision this year.

Based on the portfolio review data, the "Columbia Basin" team decided to design additional assignments related to the ethics and social responsibility goal. The "Cyborg" team noted that the significant attention that they paid to this goal was not reflected in the portfolios, and will make the link between classroom activities and written assignments in this area more explicit.

- **Focused free write data from Freshman Inquiry**

An evaluation known as the In Class Student Interviews (ICSI) has been used in Freshman Inquiry since AY 1998-99. These in-class evaluations have been performed in approximately 60 Freshman Inquiry, 5 Transfer Transition, and 2 Sophomore Inquiry classes. The ICSI consisted of a focused free-write response to two questions: 1) What about this class has been most useful to you for your learning goals? and, 2) What are you finding to be obstacles to your learning? The free-write was followed with a fifteen minute class discussion. Following content analysis, a summary report for each class was produced. The report was shared with the faculty and sometimes the mentor during an individual meeting with program staff members.

Figure 6
Freshman Inquiry Winter 2000 Focused Free Write



When asked what was most important to their learning, over half of all Freshman Inquiry students said it was the community they developed in the classroom. Students were learning to form communities in their Freshman Inquiry classes and testified that they were better able to think critically and reflect on what they had learned within those communities. Students in Freshman and Sophomore Inquiry also felt it was important to have time to reflect on what they were learning in class. Whether that was a class discussion about the assigned reading, or a small group dialogue, they felt that having time to process, understand, and make sense of coursework was a deciding factor in their satisfaction with their classes and their judgment of their own learning.

- **Course evaluation questions**

For Freshman and Sophomore Inquiry, 11 questions directly or indirectly address the four learning goals:

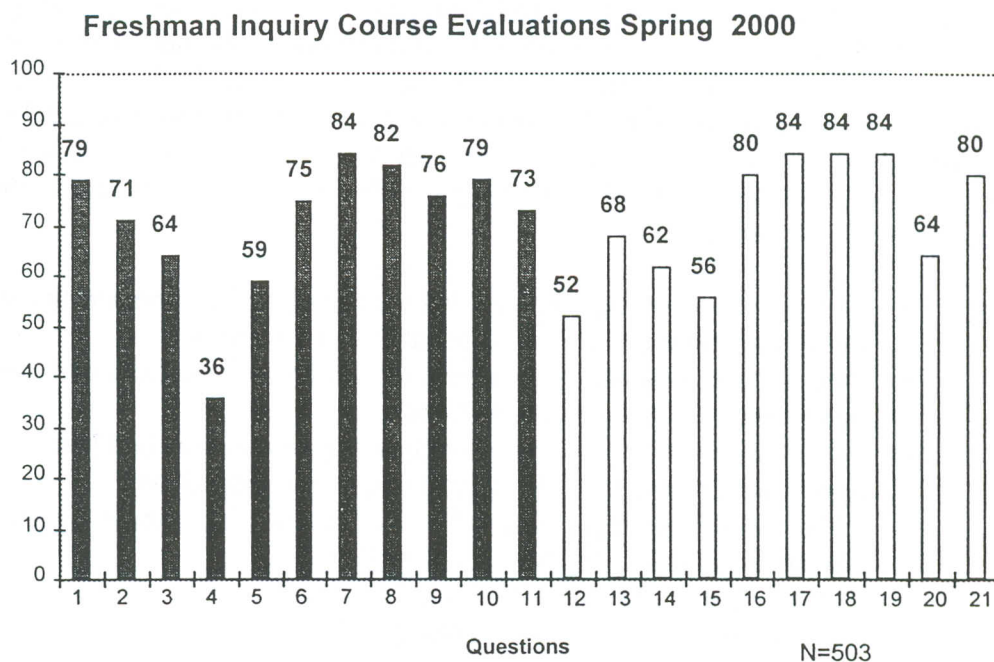
Table 4 Student Fring and Sinq course evaluation questions pertaining to four broad learning goals		
Question:	Fring Q#	Sinq Q#
<i>In this course, I have had the opportunity to:</i>		
Improve my writing skills.	2	3
Improve my oral communication skills.	3	4
Use numbers to communication information.	4	5
Use charts, tables, or graphs to communicate information.	5	6
Create visual images to communicate information.	6	7
Work with other students in a cooperative manner.	7	8
Explore various perspectives on important topics.	8	9
Learn about the differences and similarities in the human experience.	9	10
Explore ethical issues.	10	11
Examine my ideas about social responsibility.	11	12

- **Course evaluation data questions 2-11 for Freshman Inquiry**

At the close of Spring 2000, end of course evaluations were administered in 25 Freshman Inquiry classes. A total of 503 students responded. The figure on the following page shows the percentage of students who agreed or strongly agreed with each item. It is important to note that these course evaluations were administered during a period of controversy about University Studies. It is possible that these scores are biased as a result that controversy.

The most important assessment information concerns whether students had the opportunity to acquire skills related to the four goals of the University Studies curriculum. A total of 79% of the students agreed or strongly agreed they had the opportunity to improve their critical thinking skills. Similarly, the great majority of students agreed or strongly agreed that the course had given them the opportunity to improve other skills pertaining to the four University Studies goals. The sole exceptions to this general conclusion pertained to the use of numbers and charts, graphs, or tables to communicate information. These clearly are less well addressed by Freshman Inquiry. However, examining the evaluation data from Sophomore Inquiry (presented below) suggests that at least skills pertaining to numbers may be more effectively addressed in that course sequence.

Figure 7
Freshman Inquiry course evaluation data for Spring 2000*



* percentage of strongly agree and agree responses for each question.

- **Learning objectives data from Freshman Inquiry course evaluations**

Beginning in Spring 2000, the Freshman Inquiry course evaluations included a section that each instructor could use to elicit answers from his or her students regarding the fulfillment of the learning objectives set for that particular course. This model has also been used with success in the School of Business.

The new end-of-course evaluation form lists, on the back, ten items labeled only "Item 1" through "Item 10." Each instructor displays a copy of the learning objectives for his or her particular course, and students report whether they agree or disagree that they have

met each of those learning objectives. For instance, for the "Faith and Reason" Freshman Inquiry trailer team, one objective will be: [As a result of my work in this course:] "I can name three characteristics of mythological texts." The learning outcomes specified for other Freshman Inquiry themes reflect specific objectives related to their course content. Since the first round of objectives were drawn from the course proposals approved a year and a half earlier by the University Curriculum Committee, teams began the 2000-2001 academic year by more tightly defining learning objectives.

- **Course evaluation data questions 3-12 for Sophomore Inquiry**

Over the last two years, course evaluations have become a regular part of University Studies evaluation practices. Starting with Freshman Inquiry and moving to Sophomore Inquiry and then to the Capstones, program planners have utilized a standard course evaluation form, refining it each year.

The summary results below are from 1537 students, representing approximately sixty percent of all students enrolled in Sophomore Inquiry during the fall 1999, winter 2000 and spring 2000. Of those students, 850 responded during fall 1999 and winter 2000 terms to an open-ended prompt, "Please comment on what you have learned this term and how useful the class has been to your general education." Analysis shows that 72% of all responses were positive, and 28% were negative. For instance, with regard to their Sophomore Inquiry course:

- 84% agreed or strongly agreed that the class provided them with the opportunity to explore various perspectives on a topic;
- 76% agreed or strongly agreed that the class provided them with the opportunity to explore ethical issues;
- 74% of respondents agreed or strongly agreed that they had had the opportunity to expand their written communication skills;
- 74% agreed or strongly agreed that the class met its stated goals and objectives; and
- 73% of all students agreed or strongly agreed that the course had allowed them to expand their critical thinking skills.

- **Course evaluation data for Capstones**

As discussed above, one of the key innovations of the University Studies curriculum was the Capstone experiences. The Capstones are notable in that they emphasize community-based and hands-on learning experiences that are integrated with the remainder of the University Studies curriculum through the four overarching goals. Currently, student performance data are being gathered through Capstone student portfolios that will provide strong indicators of the effects of these experiences on student learning. At the time of this report, this project was still underway.

Some information about the effects of the Capstones can be inferred from student reports about their experiences working with their community partners. Table 5 presents student

ratings on several end-of-course evaluation items pertaining to the student goals. These items were scored using the same five-point Likert scale ratings described above.

Most students appear to describe their Capstone experience as valuable. At least 60% of the students responded affirmatively to most of the 15 questions, with many of scores exceeding 75%. One interesting finding is that 33% of the students indicated that they were volunteering in the community before taking the course, while 59% indicated that they would volunteer after taking the course. Although these data reflect intentions rather than actual behaviors and, to some degree, reflect impression management, they suggest that the programs may have increased their community involvement. Further, the only other items not favorably endorsed by at least 60% of the students concerned the effects of the experience on the students' career goals and on their own biases and prejudices. The pattern of responses to the remainder of the items strongly suggests that the Capstones effectively connected course material with community experiences.

Table 5 Capstone course evaluation questions pertaining to learning goals	
Question:	% Strongly Agree/Agree
My participation in this Capstone helped me to connect what I learned to real life situations.	79%
The community work helped me to better understand the lectures and readings in this course.	57%
I was already volunteering in the community before taking this course.	33%
I feel that the community work that I did through this course benefited the community.	73%
I felt a responsibility to meet the needs of the community partner of this course.	80%
I will continue to volunteer or participate in the community after this course.	59%
The community work in this course assisted me in clarifying my career goals.	47%
The community work involved in this course made me more aware of my own biases and prejudices.	49%
The work I performed in the community enhanced my ability to communicate more effectively with multiple audiences	69%
The community aspect of the course helped me develop my problem solving skills.	65%
The goals and objectives of this course and its connection to the community work I did were reflected in the course syllabus.	75%
The various disciplines and majors of the students in the class helped the team work together in understanding the community issues represented in this Capstone.	69%
Students in this class had the opportunity to discuss and reflect on our work in the community and were able to connect this with the assigned readings and other course materials.	71%
There was a reflective component to this course that enhanced my understanding of my personal strengths and weaknesses.	72%
Through this course I was made aware of my social and ethical responsibility to myself and to others.	63%

- **High schools course evaluations**

University Studies has engaged in a collaborative project with Grant and Westview High Schools that is an exploration of reform through shared curriculum and faculty development. The project began in 1995 at Westview High School and in 1996 at Grant and consists of teaching the Freshman Inquiry course to high school seniors. The course at both high schools is "Embracing Einstein's Universe: Language, Culture and Relativity." The high school courses meet for 95 minutes, five days a week. At the high schools the interdisciplinary teaching teams combine high school and university faculty with university peer mentors. Since the program's inception, ten high school faculty, five PSU faculty and twenty-two mentors have been involved. During that time over 600 students have completed the course. Of that number approximately 20% attend PSU as their institution of choice.

Any motivated student wishing to work at a college level may take the high school course. It is not an AP course. The opportunity offers support and experience to students who are interested in the challenge of interdisciplinary study and who may be unsure of their ability to achieve college level standards. The high school program is designed to:

- Increase access to higher education for all students.
- Raise academic standards through curricular design.
- Demonstrate student performance in specified program goals.
- Smooth transitions among educational institutions.
- Increase faculty interaction and share development throughout K-16 education.
- Integrate assessment in curricular design for improved teaching and learning and for program evaluation.

Table 6 presents the Westview and Grant end-of-course evaluations for Spring 2000 for the 11 course evaluation questions that specifically address the learning objectives. The third column of the table shows the PSU means for Freshman Inquiry during the same term. As the table shows, the course evaluation scores for the two high school classes are generally quite high and in most cases are equal to or exceed the comparable PSU means. Lower scores were noted for some of the learning objective items, particularly those addressing oral communication, the use of numbers in communication, the use of charts, tables, or graphs in communication, and those examining ethical issues. However, across all of the items, these data begin to show the potential effect of aligning high school educational experiences with the University Studies curriculum. In future years, the college level performance and achievement outcomes of students who have participated in the high school program will be compared with students coming from traditional educational environments.

Table 6			
End of Course Evaluations/ Spring, 2000 Westview High School, Grant High School and PSU			
	<i>WHS</i>	<i>GHS</i>	<i>PSU</i>
Questions	(N=73)	(N=49)	(N=503)
1. Improve my critical thinking skills.	100%	75%	79%
2. Improve my writing skills	85%	80%	71%
3. Improve my oral communication skills	36%	27%	64%
4. Use numbers to communicate information	33%	10%	36%
5. Use charts, tables, or graphs to communicate information	29%	16%	59%
6. Create visual images to communicate information	54%	59%	75%
7. Work with other students in a cooperative manner	97%	86%	84%
8. Explore various perspectives on important topics	96%	86%	82%
9. Learn about the differences and similarities in the human experience.	96%	73%	76%
10. Explore ethical issues	36%	88%	79%
11. Examine my ideas about social responsibility	93%	90%	73%

- **External Findings Related to University Studies Student Outcomes**

As assessment activities have matured and students have progressed through the University Studies program, other efforts are beginning to measure the impact of the program on student learning outcomes. In Spring 2000, the School of Business Administration conducted an analysis of writing as part of their School assessment plan. They found that students who had taken the Freshman or Sophomore Inquiry courses scored better on their writing rubrics than students who had not taken the University Studies course sequences.

In one of the first scholarship of teaching articles on the impact of University Studies, the author compared a group of students in the Capstone courses with students who had not participated in the University Studies program on their identity of themselves as students. The author found that University Studies had indeed influenced the role identification and self-concept of students as students. He found that the Capstone experience served not only as a socialization agent, but that role identification occurred on all four goal

dimensions of the program, although to varying degrees. This study supports the impact on students of the program in terms of both growth in the goal areas, as well as a more fundamental role definition change that has the potential to persist after the student has graduated. [Collier, Peter J. "The Effects of Completing a Capstone Course on Student Identity," *Sociology of Education* 2000, vol. 73 (October): 285-299]

IV. Evaluation for Program Implementation and Improvement

A student-centered approach to assessment demands an understanding of the cognitive, emotional, and social aspects of the student experience. Although many elements of the college student experience are established in the literature on student development, it is ideal for an institution's planners to understand how developmental issues play out among their institution's students in the context of their particular local curriculum. This is doubly important at Portland State, where the general education curriculum is different than that at most other institutions. Evaluations conducted at all levels of the four-year University Studies curriculum have been key in building this local understanding.

• Classroom Observation

Classroom observation is a rich method for witnessing and understanding the learning that goes on in University Studies classes. Observation has given a great deal of critical information about what works best to accomplish the program goals, and insight into the ways students relate to the classes and to their education. Since program inception, approximately 950 hours of classroom observation have taken place, including observation of an entire Freshman Inquiry theme (class, mentor session and team meetings) during AY 1996-97, three Sophomore Inquiry classes, five Transfer Transition classes, and six additional Freshman Inquiry classes during AY 1997-98, AY 1998-99 & AY 1999-00.

This information has been used to form the basis of faculty development presentations at University Studies retreats, to address instructional problems in classes, and to better understand the common themes among classes that are by design also quite different. Not all issues facing an individual class are shared by all other classes, and not all issues are the same from term to term or year to year in any one class. At the same time, there are definite themes that effect the learning potential and educational experience for students, faculty and mentors. The most significant themes are:

- learning through speaking as paramount for student learning;
- inquiry based learning requires a willingness to take risks;
- the experience of learning communities that include professors;
- the importance of the physical classroom environment;
- the close relationship to the Freshman Inquiry professor; and
- the power of student reflection to deepen learning.

Students learn to question assumptions and take risks in learning through a wide variety of pedagogies, some directly focused and some subtle. There are moments where a class

begins to shift its attention from the front of the room to the other students (does this happen at a certain point in the term or year, is it more common with a certain instructor, is it a function of the amount of time spent in class discussion and/or small group work?) There are moments where several students who have never spoken will suddenly jump into a discussion (was it the topic, the presentation of the material, a controversial comment in class, a better way of asking a question?)

On a number of occasions a student has expressed his/her appreciation of a class discussion that encouraged new ways of thinking, while at the time of the discussion this same student sat quietly, not participating. Just as the classroom observer learns through observation, so do the students. Not all students are able to speak off the top of their heads, some need time for reflection before offering their contribution to a dialogue. When an environment that encourages all students to participate is created in a classroom, students will begin to take risks in speaking up (for those who are quiet) and in listening (for those who often tend to dominate.)

Communities develop over time so observing a class each day allows one to see the role of playful interaction before class, the transformation that can occur when students realize their importance in the class dynamic, and the importance of allowing small group as well as large class discussion. Even the way the chairs are arranged can often greatly effect the quality of class interaction.

Students have their own language for what we call the University Studies goals. The goals are a process as well as an outcome. Through observation and reflection on what is happening in the classes we have all realized that it is very difficult to put your finger directly on a moment where critical thinking is going on. It is possible to witness the growth in an individual or group of students as they move from viewing a text simplistically ("I didn't like it, the author was confusing") to learning to study a text ("What did she mean on page 54? I think she may be trying to say..."). Rather than talking about diversity, students will say they have a better ability to listen to another's point of view, that they had never thought about something before, that they are questioning ideas they have never thought twice about.

- **CCES for Freshman Inquiry (all years) and Sophomore Inquiry (98/99)**

The College Classroom Environment Scales (CCES), an instrument developed at University of Georgia, have been administered in all Freshman Inquiry classes since the first year of program implementation. Program administrators have found this instrument to be a valid measure, when compared to direct knowledge of the teaching styles and proclivities of our various instructors, of the measured elements of classroom environment.

The CCES is normally used for evaluation and faculty development. The CCES forms are scanned in the Office of Institutional Research and Planning, and a report prepared for each individual faculty member.

Two overall questions are asked on a scale of 0-5, 0 = very worst; 5 = very best:

1. How valuable has this class been as part of your total education?
2. Compared to all the college teachers you have had, how effective has this teacher been as an instructor?

Eighty-one percent (486) of all students rated the instructor effectiveness at 3 or higher with fifty-six percent at a 4 or 5. Two percent (12) rated the instructor effectiveness at a rate of 0. In 1999-2000, sixty-eight percent (480) of all students rated their Freshman Inquiry class at a value of 3 or above with thirty-six percent at a 4 or 5. Five percent (30) of all students rated the value of their class at 0.

There are six sub-scales on the instrument which include measures for:

- Learning Climate (CLC)
- Inimical Ambience (IA)
- Professorial Concern (PC)
- Academic Rigor (AR)
- Affiliation (AF)
- Structure (ST)

The mean scores on the sub-scales among PSU Freshman Inquiry students from 1996 through 1999 are listed below with scores collected from other colleges and universities to establish benchmarks when the instrument was developed in 1994.

Table 7 College Classroom Environment Scale Comparison			
	PSU (1996-99)	Mean Scores Liberal Arts Colleges	Research Universities
CLC	3.28	2.73	2.92
IA**	2.25	2.12	2.08
PL	3.88	3.80	3.49
AR	3.74	3.34	3.26
AF	3.63	3.50	3.20
ST	3.46	3.81	3.82
<ul style="list-style-type: none"> • From Winston and Vahala, 1994 • Data were collected from introductory classes • Only southeastern institutions were used in the study 			
** Low score is desirable on this dimension			

Students at PSU view the University Studies Freshman Inquiry sequence as more rigorous, a more professor supportive and stronger learning climate than students at a sample of southeastern liberal arts or research institutions

- **Capstone Focus Groups**

Exit interviews of students completing their Capstone courses captured the reflections of students who have experienced University Studies from their entrance point (as first-year or transfer students) to the end of the program in the Capstone. A total of 141 students in 14 Capstone classes were interviewed during Winter and Spring 1999-00. Several themes about the student experience emerged from these interviews.

When students were asked about their experience working with their community partner, it was apparent that some classes had better working relationships with the community partner than others. In the classes where there were problems in this area, the students felt that the communication between the university, the faculty member and the partner needed to be improved. They said this was a necessary component of a successful Capstone experience.

In general, students felt somewhat prepared for their experience in the community. Some students felt uncomfortable at the beginning but as soon as the expectations of them became clear they felt less so. The majority of students said that the most important learning experience of their class consisted of completing their community project. They felt that their contribution to the community was a direct application of what they had learned in their assigned course work. They felt that their contribution benefited the community and this was a major highlight for them.

Students were asked how many years of the University Studies program they had completed prior to their Capstone experience. Very few (approximately 14%) had been through the entire University Studies program. More had transferred into the program at the Junior course cluster level than at the Sophomore Inquiry level. This made it difficult to make any kind of judgment as to how much of their previous coursework in University Studies had proved to be beneficial in preparing them for their Capstone classes. We also found that even at the Capstone level many students did not have an understanding of University Studies. Most of the students were not aware of the program goals. However, when the goals were explained to them, the majority said that those goals were met in their Capstone classes. In particular, students who had taken Freshman Inquiry, Sophomore Inquiry or Transfer Transition classes reported that the group work skills developed in those classes contributed to their ability to work as a team in completing their final Capstone projects.

Many students voiced their dissatisfaction with the amount of work required for the class. Forty-two percent of all Capstone students surveyed this year said their job requires them to work twenty hours or more per week. Students have difficulty meeting with each other for their projects outside of the allotted class time. Arranging times for all to be available often proves to be one of the biggest difficulties facing Capstone students. A few Capstone classes were problematic for some students because of communication problems, lack of clarity in what the expectations were, coursework which students felt was not at all connected with their final product, and lack of class structure.

The following is a list of suggestions students had for improving the Capstone experience:

- Clear communication between PSU and the community partner as to what the expectations of students will be;
- Close connection between what is done during class time with the work done in the community;
- Faculty who follow their syllabus and have an organized structure to the course; and faculty who are present and available to students during the entire term.

V. What is the relationship between the participation in the University Studies Curriculum and overall performance?

Innovative curricula, such as the University Studies program, are inextricably linked to student achievement outcomes in the remainder of a students' educational experience. For example, one of the implicit assumptions of the University Studies program is that it will produce beneficial changes in students' performance in their majors. Thus, it is particularly important to document the effects of the University Studies program on students' cumulative academic performance and their patterns of taking credit hours and courses. The data in this section of the report show changes in patterns of cumulative student performance and work patterns for several cohorts of PSU students before, during, and after the introduction of the University Studies curriculum.

• GPA

Table 8 shows the cumulative GPA upon graduation for several cohorts of PSU students, before and after implementation of the University Studies curriculum. The general pattern of findings is striking: Since implementation of the University Studies curriculum, students' graduating GPAs have increased by nearly .50 on the standard 4.0 scale. There are several potential explanations of these findings including differential rates of attrition, changes in the characteristics of incoming classes, grade inflation, history effects (e.g., changes that were implemented prior to University Studies), etc. but they provide another piece of evidence supporting the curriculum. In future work, the critical challenge will be to separate performance in the University Studies courses from performance in the major.

• Credit Hours

Table 9 plots the 1992 – 1997 cohorts' cumulated institutional credit hours upon graduation. Students are graduating with fewer total credit hours, suggesting that students are able to proceed through their program of study in a more purposeful manner than previously.

- **Course taking patterns**

Tables 10-14 present summaries of course taking patterns for PSU students for the 1992-1997 cohorts. Compared to cohorts of full-time freshmen prior to the implementation of Freshman Inquiry, cohorts of full-time freshmen in Freshman Inquiry are taking similar percentages of their first year classes at the lower division level. Of course, 25-30% of these full-time freshmen's classes are Freshman Inquiry courses, but even when UNST courses are excluded from the distribution, the proportion of lower division classes continues to constitute nearly 95% of students' courses.

Distribution of First-year Courses by School or College

Freshman Inquiry students (including full- and part-time, and freshmen and transfers) take the majority of their classes (67%-72%) in the College of Liberal Arts and Sciences during the first year. Within the College of Liberal Arts and Sciences and excluding Freshman Inquiry courses, 30-40% of Freshman Inquiry students take science classes.

University Studies students are taking more courses in the College of Liberal Arts and Sciences, the School of Engineering and Applied Science and the School of Fine and Performing Arts than students under the previous general education program. University Studies students also take a slightly higher proportion of their coursework in the sciences and other interdisciplinary studies programs than students under the previous general education program

Table 8

1992 and 93 FRESHMAN COHORTS VS UNIVERSITY STUDIES PROGRAM FRINQ COHORTS: CUMULATED GPA ON GRADUATION

GPA	PRE-UNST				UNST FRINQ							
	92 Cohort* (n=714)		93 Cohort* (n=852)		94 Cohort* (n=782)		95 Cohort** (n=836)		96 Cohort*** (n=881)		97 Cohort**** (n=817)	
	#	%	#	%	#	%	#	%	#	%	#	%
TOTAL	<u>202</u>	<u>28.3</u>	<u>242</u>	<u>28.4</u>	<u>228</u>	<u>29.2</u>	<u>187</u>	<u>22.4</u>	<u>82</u>	<u>9.3</u>	<u>8</u>	<u>1.0</u>
2.00 - 2.49	39	5.5	18	2.1	9	1.2	6	0.7	--	--	--	--
2.50 - 2.99	68	9.5	82	9.6	59	7.5	45	5.4	9	1.0	1	0.1
3.00 - 3.49	62	8.7	90	10.6	113	14.5	88	10.5	40	4.5	2	0.2
3.50 - 4.00	33	4.6	52	6.1	47	6.0	48	5.7	33	3.7	5	0.6
AVERAGE GPA	3.09		3.12		3.18		3.23		3.39		3.56	

* 6-year cumulated GPA.

** 5-year cumulated GPA.

*** 4-year cumulated GPA.

**** 3-year cumulated GPA.

Source: End-of-year degree files.

Compiled by the Office of Institutional Research and Planning

Table 9

1992 and 93 FRESHMAN COHORTS VS UNIVERSITY STUDIES PROGRAM FRINQ COHORTS: CUMULATED INSTITUTIONAL CREDIT HOURS ON GRADUATION

CREDIT HOURS	PRE-UNST				UNST FRINQ							
	92 Cohort* (n=714)		93 Cohort* (n=852)		94 Cohort* (n=782)		95 Cohort** (n=836)		96 Cohort*** (n=881)		97 Cohort**** (n=817)	
	#	%	#	%	#	%	#	%	#	%	#	%
TOTAL	<u>202</u>	28.3	<u>243</u>	28.5	<u>228</u>	29.2	<u>187</u>	22.4	<u>82</u>	9.3	<u>8</u>	1.0
0 - 50	--	--	--	--	2	0.3	1	0.1	--	--	--	--
51 - 100	2	0.3	5	0.6	5	0.6	2	0.2	9	1.0	1	0.1
101 - 150	17	2.4	20	2.3	13	1.7	11	1.3	40	4.5	2	0.2
151 - 179	40	5.6	46	5.4	33	4.2	40	4.8	33	3.7	5	0.6
180 - 205	119	16.7	131	15.4	110	14.1	101	12.1	--	--	--	--
206 & UP	24	3.4	41	4.8	65	8.3	32	3.8	--	--	--	--
AVERAGE CREDIT HOURS	186		183		188		183		172		174	

* 6-year cumulated institutional credit hours.

** 5-year cumulated institutional credit hours.

*** 4-year cumulated institutional credit hours.

**** 3-year cumulated institutional credit hours.

Source: End-of-year degree files.

Compiled by the Office of Institutional Research and Planning

Table 10

Percentage of Lower-Division Courses That FRINQ Full-time Freshman Take During the First Year

Cohort Year	Level of Courses		
	100	200	Lower-
1992*	58.2%	38.9%	97.1%
1993*	57.8%	38.4%	96.2%
1994	68.0%	28.5%	96.5%
1995	71.3%	24.8%	96.1%
1996	65.3%	30.9%	96.2%
1997	67.1%	29.3%	96.4%
1998	63.9%	31.2%	95.1%
1999	65.8%	29.6%	95.4%

*Entering Students Comparable to FRINQ Cohorts

Compiled by the Office of Institutional Research and Planning

Table 11

**Percentage of Lower-Division Courses That FRINQ Full-time Freshman Take During the First Year,
Excluding UNST Courses**

Cohort Year	Level of Courses		
	100	200	Lower-Division
1994	58.5%	36.9%	95.4%
1995	62.6%	32.3%	94.9%
1996	53.8%	41.1%	94.9%
1997	56.0%	39.1%	95.1%
1998	52.6%	41.1%	93.7%
1999	55.4%	38.6%	94.0%

Compiled by the Office of Institutional Research and Planning

Table 12

Percentage of Courses by School or College of FRINQ Cohorts

Cohort Year	N of Courses	CLAS	SBA	CUPA	SEAS	SFPA	GSE	Other
1992*	8622	66.8%	2.7%	15.0%	2.9%	11.5%	0.2%	0.8%
1993*	10205	66.2%	1.8%	14.4%	2.9%	13.4%	0.2%	1.0%
1994	7804	72.1%	2.4%	11.3%	2.6%	11.1%	0.0%	0.5%
1995	8301	67.1%	1.9%	13.6%	2.1%	14.6%	0.1%	0.7%
1996	8428	71.5%	2.1%	11.6%	3.2%	10.9%	0.0%	0.7%
1997	8091	69.1%	2.1%	10.5%	3.4%	13.8%	0.1%	1.0%
1998	8652	69.5%	2.9%	11.6%	3.7%	11.5%	0.1%	0.8%
1999	9405	67.8%	2.9%	11.7%	3.3%	13.5%	0.1%	0.7%

*Entering Students Comparable to FRINQ Cohorts

Compiled by the Office of Institutional Research and Planning

Table 13

Percentage of Courses within the College of Liberal Arts and Sciences of Entering Student/FRINQ Cohorts

Cohort Year	N of Courses	Arts & Letters	Science	Social Science	Other— Interdiscpln. Studies	Honors Program	FRINQ
1992*	5762	38.1%	31.6%	24.2%	2.7%	3.4%	
1993*	6755	36.0%	36.0%	23.3%	2.1%	2.6%	
1994	5630	19.0%	29.5%	16.0%	1.6%	0.2%	33.9%
1995	5567	20.8%	24.7%	15.3%	2.6%	0.1%	36.6%
1996	6030	18.6%	29.4%	12.8%	2.6%	0.0%	36.7%
1997	5591	22.6%	24.9%	12.6%	2.2%	0.1%	37.6%
1998	6011	21.8%	27.4%	12.7%	1.9%	0.1%	36.1%
1999	6376	21.5%	25.0%	15.0%	2.6%	0.0%	35.8%

*Entering Students Comparable to FRINQ Cohorts

Compiled by the Office of Institutional Research and Planning

Table 14

Percentage of Courses, Excluding FRINQ, within the College of Liberal Arts and Sciences of Entering Student/FRINQ Cohorts

Cohort Year	N of Courses	Arts & Letters	Science	Social Science	Other— Interdscpln. Studies	Honors Program
1992*	5762	38.1%	31.6%	24.2%	2.7%	3.4%
1993*	6755	36.0%	36.0%	23.3%	2.1%	2.6%
1994	3724	28.7%	44.5%	24.1%	2.4%	0.3%
1995	3532	32.8%	38.9%	24.1%	4.0%	0.1%
1996	3817	29.4%	46.4%	20.2%	4.1%	0.0%
1997	3490	36.3%	39.9%	20.3%	3.5%	0.1%
1998	3840	34.1%	42.9%	19.9%	3.0%	0.1%
1999	4092	33.5%	39.0%	23.4%	4.0%	0.1%

*Entering Students Comparable to FRINQ Cohorts

Compiled by the Office of Institutional Research and Planning

VI. Recommendations

Current assessment practices in the University Studies program have been effectively employed by program planners for the implementation of the curriculum and for the purposes of designing faculty and program development activities. Now the challenge for the University Studies program, along with the rest of the instructional units on campus, is to better demonstrate the efficacy of the program as it relates to specific student learning outcomes. In general this will require faculty to be more purposeful in their teaching when they address specific learning objectives.

Recommendations for a fully implemented assessment program for the University Studies program.

- The faculty at each level of the University Studies program needs to establish student learning objectives, assignments and measures for demonstrating attainment of the objectives, and criteria for performance appropriate at the particular level.

Discussion: The four goals of general education encompassed in University Studies are broad and daunting. It is essential that through the assessment process that there is a clarification of the specific goals and objectives that can reasonably and well be accomplished through University Studies. In addition, the evidence suggests that some goals and objectives are more appropriately addressed in Freshman Inquiry; whereas others are most likely better treated in Sophomore Inquiry, the Clusters, or the Capstone courses. In particular, serious attention needs to be devoted to assessing the Sophomore Inquiry and Cluster levels of UNST. The permeability of the campus as students move in and out of the curriculum will continue to pose problems for analysis. Sorting, winnowing and refining the goals through the assessment process will assist faculty members in focusing their instructional energies. It will also help students understand what is expected of them, and bring greater coherence to the program and how it relates to other programs and majors across the campus in our larger enterprise of educating our baccalaureate graduates.

- Assessment of the peer mentor program. A systematic examination of the roles and effectiveness of the mentor portion of the program needs to be undertaken.

Discussion: An innovative and integral part of the University Studies program is the mentor program at the Freshman and Sophomore Inquiry levels. The mentor program, based on interviews with the mentors, is a valuable contribution to the growth and development of the mentors themselves, as well as a valuable assistance to the students and faculty of University Studies. Greater clarity and documentation of the role and effectiveness of mentors would be a welcome addition to the program.

- The program should continue its efforts to establish an assessment ethic with the expectation that ALL faculty view student learning assessment as part of their teaching and scholarship assignment.

Discussion: Because the University Studies program so comprehensively spans the curriculum, and because faculty from so many departments, colleges and schools are involved in the program, it becomes necessary for every faculty member, including cluster faculty, to not only be engaged in the assessment of student learning outcomes for their course, but also in relation to the overall program goals.

- The University Studies program should participate in a campus-wide activity that documents and assesses the overarching learning outcomes of students who are enrolled in the various undergraduate degree programs on our campus.

Discussion: As the goals of University Studies are articulated, meeting with faculty counterparts in other departments and programs could be extremely useful to articulate how the specific student learning expectations among the disciplinary programs and general education compliment each other. This type of dialog could advance the overall campus conversation on what we want our baccalaureate graduates to know and be able to do when they graduate.

- Existing efforts to support faculty scholarship in the assessment of teaching and learning related to the University Studies program should be enhanced.

Discussion: We have one example of a faculty member who has analyzed data on student performance related to University Studies. We have a rich opportunity for faculty research and scholarship on the impact of a major curricular change on student learning and on the culture of an institution and its faculty. Sharing what we learn could be beneficial to colleagues across the country.

Appendix A

University Studies learning goals, learning objectives, pedagogical strategies, and assessment methods

Appendix A

University Studies learning goals, learning objectives, pedagogical strategies, and assessment methods.

Inquiry and Critical Thinking Goal: To provide an integrated educational experience that will be supportive of and complement programs and majors and which will contribute to ongoing, lifelong inquiry and learning after completing undergraduate education at Portland State University.			
	At what levels of UnSt is goal addressed?	How is goal addressed?	Method of assessment and evidence of student learning
	Freshman Inquiry (Frinq) Sophomore Inquiry (Sinq) Upper Division Cluster courses (Cluster) Capstone (Capstone)	(Assignments, discussions, mentor session, projects, journals, papers, lectures, etc.)	(May be anecdotal, measured evidence or unknown)
Assist development of critical reasoning and the ability to engage in inquiry.	Frinq (Monica Halka assignment) Some Sinqs Some Clusters Capstones	Class discussion Papers Reading assignments	NA Grading Summaries or NA Portfolio, rubrics
Assist development of the capability to evaluate differing theories, modes of inquiry, systems of knowledge, and knowledge claims.	Frinq (Richard Beyler #1 LO) Some Sinqs Some clusters Some capstones	Lecture Class discussion Reading assignments Papers	NA NA Summaries or NA Grading
Achieve an intelligent acquaintance with a range of modes and styles of inquiry and social construction.	Frinq Some Sinqs Some clusters Some Capstones	Lecture Readings Class discussion	NA Summaries or NA NA
Assist development of the ability to understand and critically evaluate information presented in the form of graphics and other visual media.	Some Frinqs (Paul Latiolais assignment) Few Sinqs Few Clusters Few Capstones	Lecture Readings Class discussion Presentations Projects	NA Summaries or NA NA Grading Grading

Assist development of the ability to use writing as a way of thinking, of discovering ideas, and of making meaning as well as expressing it.	Some Frinqs (Ellen Broido assignment) Some Sinqs Few Clusters Some Capstones	Journal writing In class focused free writes Drafts of papers	Read entries Read free writes Peer review, faculty review, grading
Assist development of the ability to critically evaluate numerical information.	Some Frinqs Few Sinqs Few Clusters Few Capstones	Lecture Readings Class discussion Presentations projects	NA Summaries or NA NA Grading, group evaluation, class evaluation
Enhance student familiarity with science and scientific inquiry.	Some Frinqs (Don Howard assignment) Few Sinqs Few Clusters Few Capstones	Lectures Guest presenters Class demonstrations Presentations Projects Readings	NA NA NA Grading, group evaluation, class evaluation Grading, group evaluation, class evaluation Summaries or NA
Enhance student familiarity with and capabilities to employ current technologies to facilitate learning and inquiry.	Frinq (Paul Latiolais assignment) Some Sinqs Few Clusters Few Capstones	Mentor session Assignments Presentations Projects Papers	Completing assigned tasks, grading Grading Grading, group evaluation, class evaluation Grading, group evaluation, class evaluation Grading, peer review
Enhance awareness of and appreciation for the interconnections among the specialized areas of knowledge encompassed by disciplines and programs.	Some Frinqs Few Sinqs Few Clusters Capstones	Guest presenters Readings	NA Summaries or NA

Provide awareness of choices among academic disciplines and programs.	Few Frinqs Few Sinqs Few Clusters Some Capstones	Assignments Class discussion	Grading NA
Provide students with an opportunity to explore applications of their chosen fields of study.	Few Frinqs Few Sinqs Some Clusters Capstones	Assignments Projects Presentations Final products	Grading Grading, group or class evaluations Grading, group or class evaluations Grading, peer review, community input

Communication

Goal: to provide an integrated educational experience that will have as a primary focus enhancement of the ability to communicate what has been learned.

	At what levels of UnSt is goal addressed?	How is goal addressed?	Method of assessment and evidence of student learning
	Freshman Inquiry (Fring) Sophomore Inquiry (Sinq) Upper Division Cluster courses (Cluster) Capstone (Capstone)	(Assignments, discussions, mentor session, projects, journals, papers, lectures, etc.)	(May be anecdotal, measured evidence or unknown)
Enhance student ability to express what is intended in several forms of written and oral communication.	Fring (Ellen Broido assignment; R. Beyler LO) Sinq – written Some Sinqs – oral Clusters – written Few Clusters – oral Capstone – may be either or both	Papers – creative, research Presentations Class discussions Free writes Journals	Grading, peer review, feedback Grading, class and group evaluation NA Feedback or NA Feedback or NA
Assist students to develop the ability to create and use graphics and other forms of visual communication.	Some Frinqs Few Sinqs Few Clusters Some Capstones	Papers Reading Projects Presentations Demonstrations Guest presenters	Grading, peer review Discussion Grading, class and group evaluation Grading, class and group evaluation Discussion Discussion, put to use
Enhance students' ability to communicate quantitative concepts.	Some Frinqs (Paul Latiolais assignment) Few Sinqs Few Clusters Some Capstones	Papers Projects Presentations Final products	Grading, class and group evaluation Grading, class and group evaluation Grading, class and group evaluation Grading, class and group evaluation, community partner input
Develop students' ability to employ current technologies to assist communication.	Fring Some Sinq (except writing) Few Clusters (except writing) Some Capstones	Mentor session Presentations Projects	Complete assigned tasks

Human Experience

Goal: To provide an integrated education that will increase understanding of the human experience. This includes emphasis upon scientific, social, multicultural, environmental, and artistic components to that experience and the full realization of human potential as individuals and communities.

	At what levels of UnSt is goal addressed?	How is goal addressed?	Method of assessment and evidence of student learning
	Freshman Inquiry (Frinq) Sophomore Inquiry (Sinq) Upper Division Cluster courses (Cluster) Capstone (Capstone)	(Assignments, discussions, mentor session, projects, journals, papers, lectures, etc.)	(May be anecdotal, measured evidence or unknown)
Enhance awareness and appreciation of societal diversity in the local, national, and global communities.	Frinq (Ellen Broido assignment) Few Sinqs Few Clusters Capstones	Class discussion Readings Projects Community involvement	NA Summaries Grading, feedback Feedback, grading, group evaluation
Explore the evolution of human civilization from differing disciplinary and cultural perspectives.	Some Frinqs (Richard Beyler #4 LO) Some Sinqs Some Clusters Some Capstones	Guest presenters Lectures	
Explore the course and implications of scientific and technological change.	Some Frinqs (Richard Beyler #5 LO) Few Sinqs Few Clusters Few Capstones		
Develop an appreciation of the aesthetic and intellectual components of the human experience in literature and the arts.	Some Frinqs (Richard Beyler #4 LO) Few Sinqs Few Clusters Few Capstones		
Explore the relationship between physical, intellectual, emotional, and social well-being including the means by which self-actualization is developed and maintained throughout life.	Few Frinqs Few Sinqs Few Clusters Few Capstones		

Explore and appreciate the aesthetics of artistic expression and the contributions of the fine and performing arts and of human movement/sport/play to the quality of life.	Some Frinqs Few Sinqs Few Clusters Some Capstones		
Develop the capacity to adapt to life challenges and to foster human development (including intellectual, physical, social and emotional dimensions) amongst self and others throughout the life span.	Frinq Some Sinqs Some Clusters Capstones		

Ethical Issues and Social Responsibility

Goal: Provide an integrated educational experience that develops an appreciation for and understanding of the relationships among personal, societal, and global well-being and the personal implications of such issues as the basis of ethical judgment, societal diversity, and the expectations of social responsibility.

	At what levels of UnSt is goal addressed?	How is goal addressed?	Method of assessment and evidence of student learning
	Freshman Inquiry (Frinq) Sophomore Inquiry (Sinq) Upper Division Cluster courses (Cluster) Capstone	(Assignments, discussions, mentor session, projects, journals, papers, lectures, etc.)	(May be anecdotal, measured evidence or unknown)
Appreciate the impact of life choices on personal, social, and environmental health.	Some Frinqs Some Sinqs Some Clusters Some Capstones	Group work Projects Readings, assignments	Group evaluation, grading Group evaluation, grading Summaries, grading
Gain an understanding of ethical dilemmas confronted by individuals, groups, and communities and the foundations upon which resolution might be possible.	Some Frinqs (Jamie Ross assignment) Few Sinqs Some Clusters Capstones	Group work Projects Community relationships Reading, assignments	Group evaluation, grading Group evaluation, grading Feedback, project evaluation Summaries, grading
Practice and test one's capacities to engage the ethical, interactive, and organizational challenges of the present era.	Few Frinqs (Ellen Broido assignment) Few Sinqs Some Clusters Capstones	Group work Projects Community involvement	Group evaluation, grading Group evaluation, grading Feedback, project evaluation
Explore the personal implications and responsibilities in creating an ethical and safe familial environment, neighborhood, work environment, society, and global community.	Some Frinqs Few Sinqs Few Clusters Capstones	Classroom agreements Group work Projects Community involvement Guest presenters	Feedback Group evaluation, grading Group evaluation, grading Feedback, project evaluation Feedback

Explore and appreciate the role of diversity in achieving environmental, social, and personal health.	Some Frinqs (Richard Beyler #2 LO) Few Sinqs Few Clusters Some Capstones	Group work Community involvement	Group evaluation, grading Feedback
Gain familiarity with the values, foundations, and responsibilities of democratic society.	Few Frinqs Few Sinqs Few Clusters Few Capstones	Group work	Group evaluation, grading

November 13, 2000

MEMORANDUM

To: Faculty Senate *Bob Eder*
 From: Bob Eder, Chair, Graduate Council
 Re: Recommended for approval by the Faculty Senate:
 A. New Course Proposal : CE 479/579, ESR 479/579
 B. New Graduate Certificate: Marriage and Family Counseling (School of Education)

A. New Cross-listed Course Proposal (SEAS):
 Civil Engineering, SEAS and Environmental Sciences and Resources, CLAS

CE 479/579, ESR 479/579 Fate and Transport of Toxics in the Environment (4 credits)

Chemical, physical, and biological principles that govern the behavior of toxic materials such as heavy metals and synthetic organic compounds in the environment. Course emphasizes practical ways to represent chemical processes in models of pollutant behavior. Topics include: adsorption of pollutants on soils and sediments; transport across sediment-water and air-water interfaces; bioamplification of pollutants; multiphase fugacity models of organics; case studies of contaminated surface water, sediment and groundwater. Prerequisite: senior or graduate standing.

B. New Graduate Certificate Program Proposal

Marriage and Family Counseling
 (Dept of Special & Counselor Education, School of Education)

Target market is counselors in schools and agencies who want to enhance their expertise in working with couples and families.

21 credit hour certificate from existing graduate coursework:

Coun 572	(3)	Human Sexuality: Life Span & Therapeutic Perspectives
Coun 573	(3)	Contemporary Marriage / Family Systems
Coun 574	(3)	Family Development over the Life Cycle
Coun 575	(3)	Marriage and Family Counseling
Coun 577	(3)	Advanced Family Therapy
Coun 578	(3)	Advance Marital Therapy
Coun 579	(3)	Therapeutic Strategies and Family Transition

November 8, 2000

MEMO TO: Faculty Senate

FROM: Sherril Gelmon
Chair, University Curriculum Committee

RE: Course Proposals for Approval

The following are a number of proposals for course/program changes reviewed and acted upon by UCC at recent meetings. These are all presented for Senate approval at its December meeting. Supporting documentation providing the proposed course descriptions is attached.

1. Proposals from College of Liberal Arts and Sciences (also College of Engineering and Computer Science)

- a. CE/EST 479/579, Fate and Transport of Toxics in the Environment; new course proposal; UCC edited description to clarify that course is the same in CE and ESR listings and that it may only be taken once

2. Proposals from School of Business Administration

- a. Proposal for change in existing program in Information System – this is an overall program proposal to reflecting a number of individual course changes (see below). Total credit hours remain unchanged.
- b. ACTG 310, Professional Accounting Seminar: change prerequisites
- c. FIN 218, Personal Finance: change credit hours
- d. FIN 473, Investment Analysis and Portfolio Management; new course
- e. FIN 474, Portfolio Management: Issues and Performance Assessment; new course; change prerequisites to streamline (UCC modified this to require only FIN 473 as prerequisite)
- f. ISQA 360, Business Computing Fundamentals; change course description and prerequisites
- g. ISQA 415, Operating Systems Fundamentals; drop course
- h. ISQA 418, Client Server Application Development; change title, course description, credit hours, lecture/lab hours
- i. ISQA 420, Systems Analysis and Design; change title
- j. ISQA 421, Object-Oriented Design and Programming; change title, add to core, change course description
- k. ISQA 422, Information Systems Project Management; drop course
- l. ISQA 423, Collaborative Information Systems Management; drop course
- m. ISQA 436, Advanced Database Administration; change course description, credit hours; lecture/lab hours

Studies asked UCC to consider a set of courses for supplemental approval for the 2000-2001 academic year. These would be added to the list approved by the Senate in June 2000. UCC was sympathetic to this request, and recommends that the following courses be added to the following clusters, for 2000-2001 only. [NOTE that the next set of approvals for clusters will follow the one time per year process agreed upon last year, and that these suggestions will come to the Senate for approval during Winter 2001.]

- a. HST 446U Modern American Medicine – add to cluster Freedom, Privacy and Technology
- b. PHE 410 Film and Health – add to clusters of Popular Culture; Healthy People/Healthy Places; Environmental Sustainability; Freedom, Privacy and Technology
- c. GEOG 349 Mountains – Cultural Landscapes – add to cluster of Environmental Sustainability
- d. ArH 472 and 473 Italian Renaissance Art (previously approved as 475 and 476) – add to Renaissance Cluster (were dropped when course numbers were changed)
- e. FR 343 Introduction to French Literature: 19th-20th C –add to 19th Century cluster
- f. FLL 399 Plato – add to Greek Civilization cluster
- g. FLL 399 Greek Religion – add to Greek Civilization cluster
- h. ENG 308U Cultural Studies in Literature – add to Womens Studies cluster
- i. INTL 399 Comparative Japanese and American Society, Economics and Politics – add to American Studies and Asian Studies clusters
- j. INTL 399 Comparative Japanese and American Literature and Culture – add to American Studies and Asian Studies clusters
- k. Delete Phl 201 as a “U” course

COLLEGE OF LIBERAL ARTS AND SCIENCES
Environmental Sciences and Resources

ESR 479/579

Fate and Transport of Toxics in the Environment (4)

Chemical, physical, and biological principles that govern the behavior of toxic materials such as heavy metals and synthetic organic compounds in the environment. Course emphasizes practical ways to represent chemical processes in models of pollutant behavior. Topics include: adsorption of pollutants on soils and sediments; transport across sediment-water and air-water interfaces; bioamplification of pollutants; multiphase fugacity models of organics; case studies of contaminated surface water, sediment and groundwater. Prerequisite: senior or graduate standing. This course is the same as CE 479/579; may only be taken once for credit. [NEW]

SCHOOL OF BUSINESS ADMINISTRATION

Actg 310

Professional Accounting Seminar (2)

Prerequisites: B or better in both BA 211 and 213 or consent of instructor. [ADD PREREQUISITES]

Fin 218

Personal Finance (4) [CHANGE CREDIT HRS FROM 3 TO 4]

Fin 473/573

Investment Analysis and Portfolio Management (4)

Prerequisites: BA 303 and Fin 443 (may be taken concurrently with consent of instructor) for 473; Fin 552 (may be taken concurrently), 561 for 573. [ADD 473, CHANGE PREREQUISITES]

Fin 474/574

Portfolio Management: Issues and Performance Assessment (2)

Prerequisites: Fin 473 for 474; Fin 552 and 573 for 574. [ADD 474, CHANGE PREREQUISITES]

ISQA 360

Business Computing Fundamentals (4)

Overview of topics to introduce students to the fundamental programming theories and concepts necessary to create solutions to the information needs of an organization. Topics include problem solving algorithms utilizing structured programming techniques, basic data types, data structures, and an introduction to object-oriented programming. Students will use the C++ language to apply course concepts. Prerequisite: BA 325, and C++ programming course or passing grade on C++ programming competency exam. [CHANGE DESCRIPTION, PREREQUISITE]

ISQA 415

Operating Systems Fundamentals (2) [DELETE COURSE]

ISQA 418

Client Service Application Development (4)

Provides an introduction to client server application development with emphasis on the client. Topics include graphical user interface development, event-driven programming, and rapid application development tools. Students will participate in the development of projects using programming languages such as Visual Basic. Prerequisite: BA 325. [CHANGE TITLE, CREDIT HRS FROM 3 TO 4, DESCRIPTION]

ISQA 420

Systems Analysis and Design (4) [CHANGE TITLE]

ISQA 421

Object-oriented Design and Programming (4)

Provides coverage of fundamental concepts of object-oriented programming--encapsulation, classes, inheritance, and polymorphism. Students will develop projects using Visual C++ or JAVA. Solutions to typical business applications are covered. Prerequisite: ISQA 360. [CHANGE TITLE, DESCRIPTION]

ISQA 422

Information Systems Project Management (2) [DELETE COURSE]

ISQA 423

Collaborative Information Systems (2) [DELETE COURSE]

ISQA 436

Advanced Database Administration (4)

Advanced study of data environments, data modeling techniques, database design, query processing and optimization. Emphasis will be placed on client-server architecture and data environments such as Oracle and SQL Server. Students will participate in database design projects. Other topics will include industry trends and opportunities, and database administration. Prerequisite: ISQA 425. [CHANGE CREDIT HRS FROM 3 TO 4, DESCRIPTION]

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE
Civil Engineering

CE 479/579

Fate and Transport of Toxics in the Environment (4)

Chemical, physical, and biological principles that govern the behavior of toxic materials such as heavy metals and synthetic organic compounds in the environment. Course emphasizes practical ways to represent chemical processes in models of pollutant behavior. Topics include: adsorption of pollutants on soils and sediments; transport across sediment-water and air-water interfaces; bioamplification of pollutants; multiphase fugacity models of organics; case studies of contaminated surface water, sediment and groundwater. Prerequisite: senior or graduate standing. This course is the same as ESR 479/579; may only be taken once for credit. [NEW]

SCHOOL OF FINE AND PERFORMING ARTS
Architecture

Arch 120

Basic Drawing (4)

An introduction to freehand drawing focused on the delineation of both interior and exterior space, starting with direct observation through to conceptual drawings of imagination. Use of different media and color including the study of light and light qualities. Open to non-majors. [NEW]

Arch 204

Construction Codes and Compliance (6)

Application of Oregon codes and regulations that govern the commercial and industrial construction industry. Students will complete assignments and quizzes in the utilization and interpretation of the standards defined by the Uniform Building Code (UBC), International Mechanical Code (IMC), Uniform Plumbing Code (UPC), the National Electrical Codes (NEC), the American with Disabilities Act (ADA) and the Oregon amendments that apply. Upon completion of coursework, students will be able to correctly interpret applicable jurisdictional codes to structures related to their study interests. [NEW]

Arch 205

Advanced Construction Projects (4)

Course gives students an opportunity to apply project management skills to a construction process. Provides verification of previous project management course content through implementing and evaluating its effectiveness in relation to a direct field application.

Prerequisites: Arch 201, 202, 203. [NEW]

Arch 220

Design Drawing (4)

Prerequisite: Arch 120 or Art 131. [CHANGE PREREQUISITE]

Arch 225

Digital Graphics (4)

A beginning computer graphics course that has at its core the idea to probe, to experiment and to investigate the computer's 3D modeling capability as a tool for rigorous design investigations.

Prerequisite: Arch 220. [NEW]

Arch 341

Developing as a Professional (4)

An interdisciplinary course designed for students to gain an understanding of professional development as a sequence of processes. Students will gain an understanding of different problem solving processes, the importance of communication inside and outside the organization, the role of assessment in terms of self, organization and client; and gain an understanding of the impact of professional ethics and social responsibilities. [NEW]

Arch 466

Specifications Interpretation (4)

Extensive use of specifications and interpreting plans organized around the Construction Specifications Institute (CSI) format for construction documents. Focus on interpretation and evaluation of inconsistencies among stock specifications, plans and standards of performance.

Prerequisites: Arch 460, 461 and passing portfolio review. [NEW]

Art

Art 260

Photographic Seeing (4)

Introduction to aesthetics and visual literacy through photography. Learn photographic seeing and design principles while investigating surroundings with a camera. Issues of form, content and technique are discussed while learning effective communication. A coherent visual essay exploring a particular subject with a written introduction will be the final project. No darkroom work. The medium is color slide processed commercially. Open to non-majors with instructor's consent.

Maximum: 8 credits. [CHANGE CREDIT HRS FROM 3 TO 4, DESCRIPTION]

Art 261

Photography (4)

Introduction to the aesthetics and techniques of black and white photography. Includes experimentation and camera controls, light quality, film processing, enlarging, mounting and finishing of prints. Slide lectures on the history and theory of photography concentrating on the interplay between form and content. Open to non-majors with instructor's consent. Maximum: 8 credits. [CHANGE CREDIT HRS FROM 3 TO 4, DESCRIPTION]

Art 294

Water Media (4)

The techniques and uses of watercolor, gouache, and other water-based mediums with attention to unique characteristics as painting mediums. Collage and mixed media may be included with water-soluble pencils and crayons. Lectures on historic uses of these media and discussions of the aesthetic possibilities for layering and transparencies. Open to non-majors with instructor's consent. Prerequisites (for art and art history majors only): Art 131, 132, 133 and Art 115, 116, 117. [CHANGE TITLE, CREDIT HRS FROM 3 TO 4, DESCRIPTION, PREREQUISITES]

Art 296

Computer Graphics for Studio Artists (4)

Introduces art majors to basic concepts and processes in computer graphics through a set of defined studio problems. Explores the unique features of digital media and how they differ from traditional artist's materials. Students develop a critical and conceptual framework for the uses of these tools in a fine art context. Introduces image manipulation programs, techniques for acquiring and importing digital imagery, and potential interrelation of digital art with traditional media. Techniques learned will be applied to a series of 2D images that are developed and continually transformed throughout the duration of the course. Open to non-majors with instructor's consent. Prerequisites (for art and art history majors only): Art 115, 116, 117. Studio artists will be given preference. [NEW]

Art 297

Book Arts (4)

This mixed media class will explore the book as an art form. The relationship of images and/or words will be explored in relationship to narrative and sequential structures. Traditional and experimental methods of binding will be taught. Lectures on the history of the artist's book and issues in imagery and/or typography will be presented. Class emphasizes an experimental and conceptual approach that integrates content and form. Open to non-majors with instructor's consent. Prerequisites (for art and art history majors only): Art 131, 132, 133 and Art 115, 116, 117. Maximum: 8 credits. [NEW]

Art 340

Intermediate Photography (4)

Study of photography as a visual language. Students work on extended assignments that explore technical, aesthetic, and ethical issues of photographic communication. Lectures on contemporary photography. Emphasis placed on the photographic series. Working in either a documentary or conceptual approach. Open to non-majors with instructor's consent. Prerequisite: four credits in Art 261. Maximum: 8 credits. [CHANGE TITLE, CREDIT HRS FROM 3 TO 4, DESCRIPTION, PREREQUISITE]

Art 436/536, 437/537

Painting: Topical Issues (4, 4)

Open to non-majors with instructor's consent. Prerequisite (for art majors only): Art 281, 282. Maximum: 8 credits. [DELETE 438/538, CHANGE TITLE, CREDIT HRS FROM 3, 3, 3 TO 4, 4, ADD NON-MAJOR STATEMENT, CHANGE PREREQUISITE]

Art 485

Studio Art Seminar (2)

A required class for studio artists. Explores special topics in contemporary art and issues of further professional development in the visual arts. Various contemporary theoretical issues and art world practices will be taught. Prerequisite: upper division standing in art. Intended for art majors only. Maximum: 4 credits. [NEW]

Theater Arts

TA 313

Scene Design II (3)

Prerequisite: TA 311. [CHANGE PREREQUISITE]

TA 314

Lighting Design I (3)

Practical and theoretical study of lighting the stage. Developing student awareness of how light affects objects in the theater laboratory, and the crafting of intelligent lighting plots.

Prerequisites: TA 112, 301, 316. [CHANGE DESCRIPTION, PREREQUISITES]

TA 315

Technical Theater Drawing (2) [DELETE COURSE]

TA 317

Theater Technologies (2)

The study and practical application of advanced techniques and materials in all aspects of stagecraft, including drafting and drawing for the scene shop, the organization and planning of scenery construction within a production calendar, and problem solving on current department productions. Prerequisites: TA 111, 112, 114, 115, 316. [CHANGE DESCRIPTION]

TA 435/535

Lighting Design II (3)

Advanced lighting design skills and techniques involving the practical application of script analysis and collaboration techniques while working in the department's Studio Theater lighting student directed one-act plays and/or participating in departmental stage productions.

Prerequisite: TA 314. Maximum: 6 credits. [CHANGE DESCRIPTION]

TA 469/569

Women, Theater and Society (4)

An examination of ways in which women and sexuality have been represented in Western theatrical production since the Greeks. Selected topics will be analyzed relating feminist theories to the creation of the theater arts by women, with consideration of cultural contexts in which they work. Study of artistic practice by women in relation to issues of power, representation, and access. [NEW]